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ABSTRACT

This guide to new programs in Vermont education describes projects funded through the Elementary and Secondary Education Act of 1965. More than 50 Vermont school districts have taken part in the 22 programs described. The guide includes project descriptions of school support services, attitudes and achievement, outdoor and environmental education, media education, special education and community education. A program index is included so that teachers who want more information on the projects listed can contact the teachers who designed the original programs for a school visit. (HAB)

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what's happening at school

a guide to new programs in vermont education

WHAT'S HAPPENING AT SCHOOL
A guide to new programs in Vermont Education.
The work reported herein was performed pursuant to a Grant through the Elementary and Secondary Education Act of 1965 Public Law 89-10 from the U. S. Office of Education, Department of Health, Education and Welfare. The opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education.
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DEPARTMENT OF EDUCATION
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Montpelier, Vermont, February 1976

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a message from the commissioner

What's happening at school? That question has been heard in almost every Vermont home. It's because as parents, teachers and voters, we are concerned about the education and life skills that we can give our young people. Yet making the choices about which programs the school should provide, is no easy decision. In a time when costs are rising and economic resources are diminishing, it is even more important that each educational dollar invested return the maximum amount of benefit on its investment. Through the *Guide to New Programs in Vermont Education*, the State Department of Education wishes to share with you some recent educational investments that are now yielding returns in schools throughout the state.

More than fifty Vermont school districts have taken part in the twenty-two programs described in these pages. Using federal funds from the Elementary and Secondary Education Act of 1965, these local schools have developed new methods to meet the problems that living in a technological and changing world presents. How does a student's attitude affect achievement? Must learning be confined to the classroom and textbook? Or can experiences outside of the classroom be used to accomplish educational purposes? What is the place of modern communications media in an educational program? Can the resources of the school and community be joined in a more productive relationship?

Questions such as these confront every school in Vermont and the nation. Searching for the answers is a time consuming and expensive process. Allowing these questions to go unanswered, however, will prove far more costly.

Building on the knowledge and experience that others have gained is one way to reduce those costs. We don't promise all the answers, but the information and resources found in the Guide can prove valuable to anyone concerned about the quality of education in today's schools. We hope that you may find this Guide a helpful reference the next time you wonder What's Happening at School!

Robert Q. O'Brien

using the guide

While [illegible] at School, a Guide to new programs in Vermont Education describes projects funded through the Elementary and Secondary Education Act of 1965. Administered by the Division of Federal Programs, Vermont Department of Education, this piece of federal legislation provides funds to local schools for the development of model programs which meet general educational needs. As part of its service to the State, the Division of Federal Programs helps make the teachers who have worked on these projects available to meet with groups seeking information about educational programs. If a particular program description is of interest to you, it is possible to arrange a visit from the teacher who originated that program. Simply refer to the Program Index and write or call the individual whom you wish to have speak with your group. Please be clear about what you want to know, the size of your group and other details.

Funds in the Division of Federal Programs have been set aside to pay the expenses for these visits. There is no cost to any group wishing to take advantage of this information service.

school support services

5 Meters, Liters and Grams — a program for introducing metric education into the school curriculum.

Essex Caledonia Supervisory Union; Dr. Rodney McFarlin, Superintendent of Schools / Funding status — locally supported / Project Director: June Elliot, Lyndon State College, Lyndonville, Vermont 05851. Phone: 626-3335, Ext. 228.

6 Montpelier Environmental Education Program — Elementary School Planning Project (MEEP) — a comprehensive approach to environmental studies, reading skills, math skills and school organization.

Montpelier Public School Department; Mr. Charles Johnson, Superintendent of Schools / Funding status — 2nd year / Grant award — $27,271.00 / Project Director: Barbara Cheney, Montpelier Elementary School, Montpelier, Vermont 05602. Phone: 223-6341.

8 Mountain Towns Teacher Center — a resource center for staff development, with materials, a library and equipment available for classroom use.

Windham Southwest Supervisory Union; Dr. Clarence Truesdell, Superintendent of Schools / Funding status — 2nd year/ Grant award — $24,375.00 / Project Director: Dorothy Shubert, Deerfield Valley Elementary School, Wilmington, Vermont 05363. Phone: 464-8366.

attitudes and achievement

10 Think, Learn and Consider — developing classroom skills to help children understand the meaning of their own feelings and using that knowledge to improve academic performance.

Burlington School Department; Mr. Lansing Reinholz, Superintendent of Schools / Funding status — 2nd year / Grant award — $30,181.00 / Project Director: Fenn Rider, Thayer School, Burlington, Vermont 05401. Phone: 863-4521.

12 Cooperative Counseling Program — an elementary guidance program which offers teachers, parents and students an approach to understanding the dynamics of child behavior and democratic decision making.

Addison Central Supervisory Union; Mr. Harold Morse, Superintendent of Schools / Funding status — 2nd year / Grant award — $10,560.00 / Project Director: Edith Harman, c/o Superintendent of Schools, Middlebury, Vermont 05753. Phone: 388-4421.

14 Health Education Action for Living (HEAL) — a health education course for high school students, covering the areas of physical and mental health, nutrition, human sexuality, drug abuse, and decision making.

Essex Caledonia Supervisory Union; Dr. Rodney McFarlin, Superintendent of Schools / Funding status — 2nd year / Grant award — $25,000.00 / Project Directors: Mark Creaven, John Perry, Box 15, RFD #2, Orleans, Vermont 05860. Phone: 754-8404 or 525-3747.

16 School Community Guidance Facilitator — a counseling program designed to create more cooperation between the schools and the communities in two small rural districts.

Orange Washington Supervisory Union; Mr. Raymond Proulx, Superintendent of Schools / Funding status — 2nd year / Grant award — $8,784.00 / Project Director: Bob Onne, Orange Center School, R. D. Star Route, East Barre, Vermont 05649. Phone: 476-3278.

18 Vermont Guidance Service Competency Project — a State wide program which developed standards to determine the effectiveness of guidance programs and guidance counselors.

Chittenden South Supervisory Union; Mr. Theodore Whalen, Superintendent of Schools / Funding status — 2nd year / Grant award — $30,000.00 (for 2 year period) / Project Director: James Cawley, Guidance Director, Champlain Valley Union High School, Hinesburg, Vermont 05461. Phone: 482-2101.

outdoor and environmental education

20 Human Environmental and Ecological Development (HEED) — using the resources immediately available through the school this project established several outdoor environmental labs, a student teaching student program and an environmental summer camp.

Essex Caledonia Supervisory Union; Dr. Rodney McFarlin, Superintendent of Schools / Funding status — locally supported / Project Director: Andrew Fisher, Concord High School, Concord, Vermont 05824. Phone: 695-2550.

22 Summer Challenge — a summer program for high school students developing creative writing and vocabulary skills through stressful outdoor activities.

Chittenden South Supervisory Union; Mr. Theodore Whalen, Superintendent of Schools / Funding status — locally supported / Project Director: David Boulanger, Champlain Valley Union High School, Hinesburg, Vermont 05461. Phone: 482-2101.

23 Development of an Outdoor Ecological Lab — using the outdoors as a laboratory of experience, this project helps teachers use outdoor and environmental activities in other areas of the curriculum.

Windham Northeast Supervisory Union; Mr. Harry Noyes, Superintendent of Schools / Funding status — 4th year / Grant award — $7,000.00 (for 3rd and 4th year) / Project Director: William Lienhard, Bellows Falls Middle School, Bellows Falls, Vermont 05101. Phone: 463-3248.

24 Project Challenge — a full year program offering high school students stressful activities through which they gain self-confidence and self-reliance.

Windsor Southwest Supervisory Union; Mr. Paul Ippolito, Superintendent of Schools / Funding status — 2nd year / Grant award — $16,915.00 / Project Director: David Hopkinson, Green Mountain Union High School, Chester, Vermont 05143. Phone: 875-2146.

media education

26 Addison Rutland Resource Center Communication Project — using the medium of videotape and photography, this project expands learning resources for five elementary schools.

Addison Rutland Supervisory Union; Mr. Leo Beaumont, Superintendent of Schools / Funding status — locally supported / Project Director: Betty Douglas, Box 107, Hydeville, Vermont 05750. Phone: 265-8877.

28 School Community T. V. Project — high school students write, produce and broadcast educational and community interest programs from the school to the community.

Windham Northeast Supervisory Union; Mr. Harry Noyes, Superintendent of Schools / Funding status — locally supported / Project Director: Jack Hilliard, Audio Visual Coordinator, Bellows Falls Union High School, Bellows Falls, Vermont 05101. Phone: 463-3944.

special education

30 Vocationally Oriented School Planning for the Handicapped — a planning process for teachers, to help handicapped students become better prepared for the years after school.

Windham Southeast Supervisory Union; Mr. Burton Eldridge, Superintendent of Schools / Funding status — 2nd year / Grant award — $16,531.00 / Project Director: Emily Sheldon. Phone: 773-7867. Project Coordinator: David Wolk, 5 Court Street, Rutland, Vermont 05701. Phone: 775-7823.

32 Group Activities School Program (GRASP) — an educational program for autistic children in residence at the Waterbury State Hospital.

Eldred School, Waterbury State Hospital; Mr. James Hunt, Hospital Administrator / Funding status — 2nd year / Grant award — $10,813.00 / Project Director: Charlotte Richardson, Eldred School, Waterbury State Hospital, Waterbury, Vermont 05676. Phone: 244-7331, Ext. 268.

33 Career Education Vocational Work Activity Training Center — providing job training experience for mentally retarded young adults through field trips and classroom instruction.

Southwest Vermont Supervisory Union; Mr. George A. Sleeman, Superintendent of Schools / Funding status — 2nd year / Grant award — $13,200.00 / Project Director: Louis Axt, Southwest Vermont Supervisory Union, Bennington, Vermont 05201. Phone: 447-7501.

34 Driver Education for the Handicapped — screening/testing, research, driving instruction and adaptive equipment is provided by this project to aid potential drivers with handicaps.

Chittenden Central Supervisory Union; Mr. Robert Sheridan, Superintendent of Schools / Funding status — 2nd year / Grant award — $12,900.00 (for two year period) / Project Director: Emily Sheldon, Contact: Ms. Hazel Parry, Department of Rehabilitation Medicine, DeGoesbriand Unit, Medical Center Hospital, Burlington, Vermont 05401. Phone: 656-2750. Or: Mr. Lee Benger, Vermont Achievement Center, Rutland, Vermont 05701. Phone 775-2395.

community education

A process for developing a stronger school — community relationship.

38 Community Education Agent — Bette Walsh

Proctor, West Rutland, Rutland Town / Rutland Central Supervisory Union, Mr. Richard Zani, Superintendent of Schools / Funding status — 2nd year / Grant award — $12,000.00 / Project Director: Bette Walsh, P. O. Box 6, Rutland, Vermont 05701. Phone: 775-4342.

39 Community Education Agent — Ethel Lanson

Bellows Falls, Rockingham, Grafton, Athens, Saxtons River and Westminster / Windham Northeast Supervisory Union; Mr. Harry Noyes, Superintendent of Schools / Funding status — 2nd year / Grant award — $14,686.00 / Project Director: Ethel Lanson, Atkinson Street, Bellows Falls, Vermont 05101. Phone: 463-3248.

40 Community Education Agent — Barbara Leitenberg

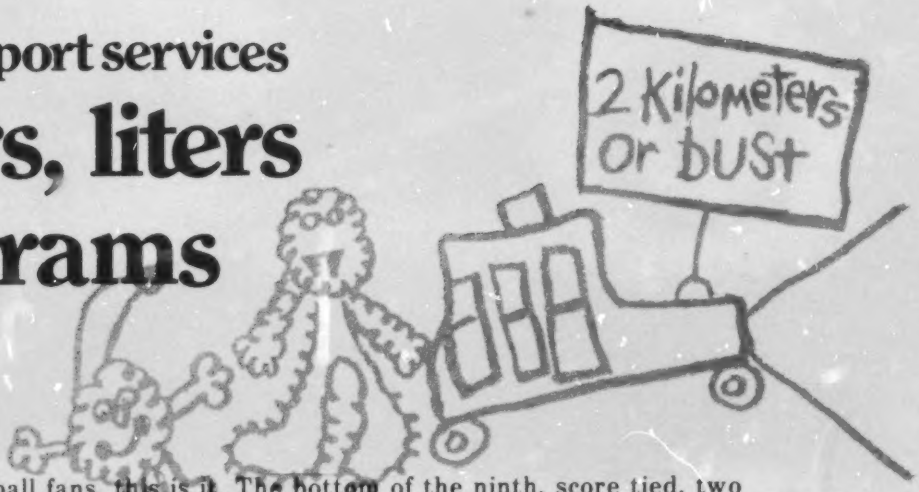
Burlington's North End / Burlington School District; Mr. Lansing Reinholz, Superintendent of Schools / Funding status — 2nd year / Grant award — $15,875.00 / Project Director: Barbara Leitenberg, P. O. Box 3232, Burlington, Vermont 05401. Phone: 863-2952.

41 Community Education Agent — Mike Samson

Cabot, Marshfield and Plainfield / Washington Northeast Supervisory Union; Mr. John O'Brien, Superintendent of Schools / Funding status — 2nd year / Grant award — $25,138.00 / Project Director: Mike Samson, c/o Superintendent of Schools, Plainfield, Vermont 05667. Phone: 426-3245.

school support services

meters, liters and grams



"Well, baseball fans, this is it. The bottom of the ninth, score tied, two outs, men on first and third, and Gary Gram coming to bat. Here's the windup, the pitch, swung on, a long drive to deep center, it's going, going, gone right over the 120 meter fence in center field. The Metric Mets have done it again!"

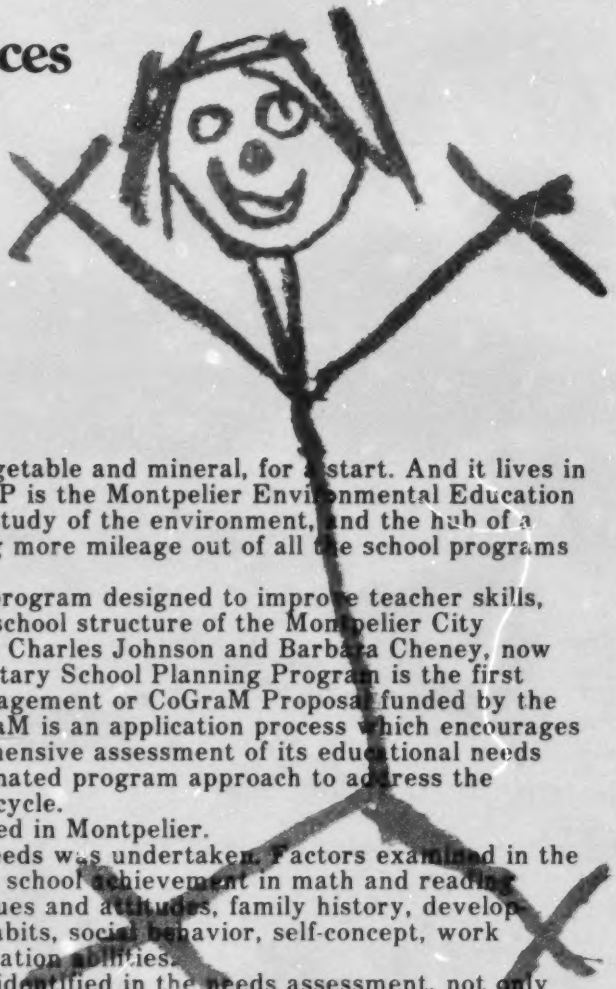
Although it may be quite some time before we hear the distance of a home run or a touchdown pass described metrically, the Vermont State Board of Education has prepared for that day with the passage of a resolution requiring Vermont public schools "to provide for the learning of the modern metric system of measurement (S.I.) by the school year 1975-76." Meters, Liters and Grams, a project in metric education was funded in the Waterford Elementary School during the school year 1974-75. The purpose of the project was to develop a school wide and community education program to convert the practice of measurement from the present English system to the modern metric system which will become the international standard of measurement by 1980.

The Waterford School has an enrollment of about 150 students, kindergarten through grade 8, seven classroom teachers, a student teacher, an aide, a physical education teacher and a special education teacher. During the summer preceding the school year, all staff members took part in a week-long workshop to help them sharpen their own metric measurement skills, to become acquainted with new materials, and to begin developing a metric curriculum. From the first day of school, Waterford students began their year of "metric thinking." In the upper grades students used a variety of metric games developed by the staff. A group of 15 students have actually earned the title of that fictitious baseball team the "Metric Mets." The "Mets" have become classroom helpers for teachers in the lower grades, helping to prepare metric games, converting recipes to metric units and working with younger students in metric activities. The physical education teacher developed relay races and other events to reinforce the concepts of metric measurement. The students and teachers have also produced a metric workbook made up of the worksheets and metric exercises that the students used throughout the year.

Since meters, liters and grams will eventually become the accepted standard replacing the gallon, pound and foot, the school staff put on metric workshops for parents and community members. Metric road signs made by students were posted in the community. All these special activities helped to make Waterford's introduction to metric education a model which other schools may wish to follow.

school support services

meep



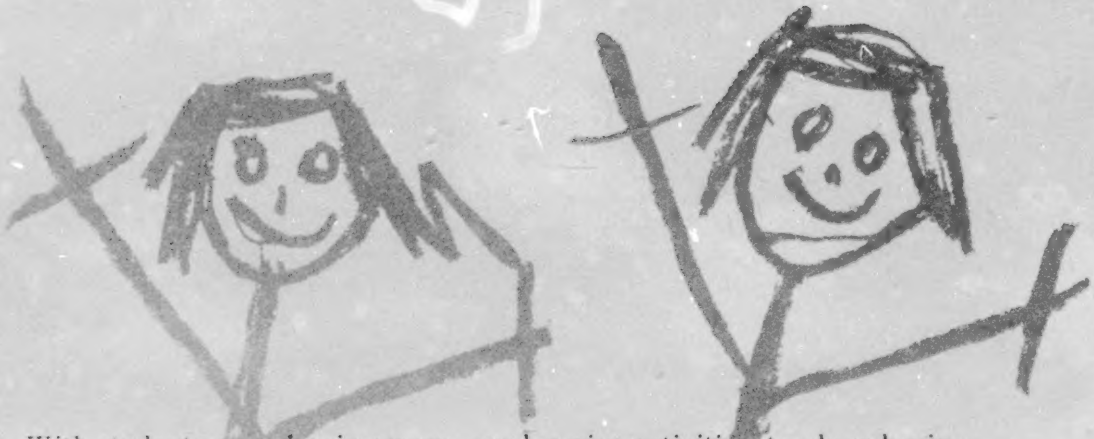
MEEP? Well, it's animal, vegetable and mineral, for a start. And it lives in the Montpelier School System. MEEP is the Montpelier Environmental Education Program, a unique approach to the study of the environment, and the hub of a new education "wheel" that's getting more mileage out of all the school programs in the Montpelier district.

MEEP is part of an overall program designed to improve teacher skills, student skills, parent skills and the school structure of the Montpelier City Schools. Initiated by Superintendent Charles Johnson and Barbara Cheney, now the Project Coordinator, the Elementary School Planning Program is the first three-year Consolidated Grants Management or CoGraM Proposal funded by the Division of Federal Programs. CoGraM is an application process which encourages school districts to conduct a comprehensive assessment of its educational needs and problems and to devise a coordinated program approach to address the problems over a three-year funding cycle.

That is exactly what happened in Montpelier.

A thorough assessment of needs was undertaken. Factors examined in the study included: intellectual capacity, school achievement in math and reading skills, family composition, family values and attitudes, family history, developmental history of the child, health habits, social behavior, self-concept, work habits, school history, and communication abilities.

To address all the problems identified in the needs assessment, not only would additional funding be necessary, but all teachers in the system would need to be involved. That's where MEEP comes in. MEEP provides a team of teachers who circulate for four week cycles to all grade levels in the district. The "floating team" arrangement allows several individual classroom teachers two hours each week during the four week cycle for program planning, home visits or attendance at workshops. While providing release time for teachers, MEEP also presents a new concept in environmental education. Students taking part in MEEP activities spend two hours a week during the cycle intensely involved with some facet of their environment. MEEP blends an examination of the natural environment with the study of man's relationship to his world. Focusing on three major goals: stimulating awareness, increasing appreciation, and motivating further involvement with their environment, children explore several dimensions of their world. Creative movement familiarizes children with their most immediate environment, their own bodies. Survival and safety skills give children confidence in dealing with the natural world. Map and compass work brings in math skills, just as interaction with the community enhances social studies knowledge. And, of course, no better laboratory can be found to study the interdependency of all life than the natural habitat of Vermont's forests and fields.



With students experiencing many new learning activities, teachers having time for planning and home visits, many of the needs identified in the district were being addressed. Yet the needs assessment identified many children who had speech problems or were having difficulty in either math or reading.

Recognizing that the classroom teacher is the key to long term skills achievement, a team of specialists was created to provide assistance to classroom teachers. Through a Title I Part B grant, a new math program was instituted. Using a variety of math materials, the math specialist works with those students in kindergarten through grade three who are below grade level in math. Math games and other materials are circulated throughout the system for teachers on a loan basis. A reading program based on the theory of child development was instituted for all children in grades one through six who were reading one or more years below grade level. The program combined the services of a reading specialist and an aide.

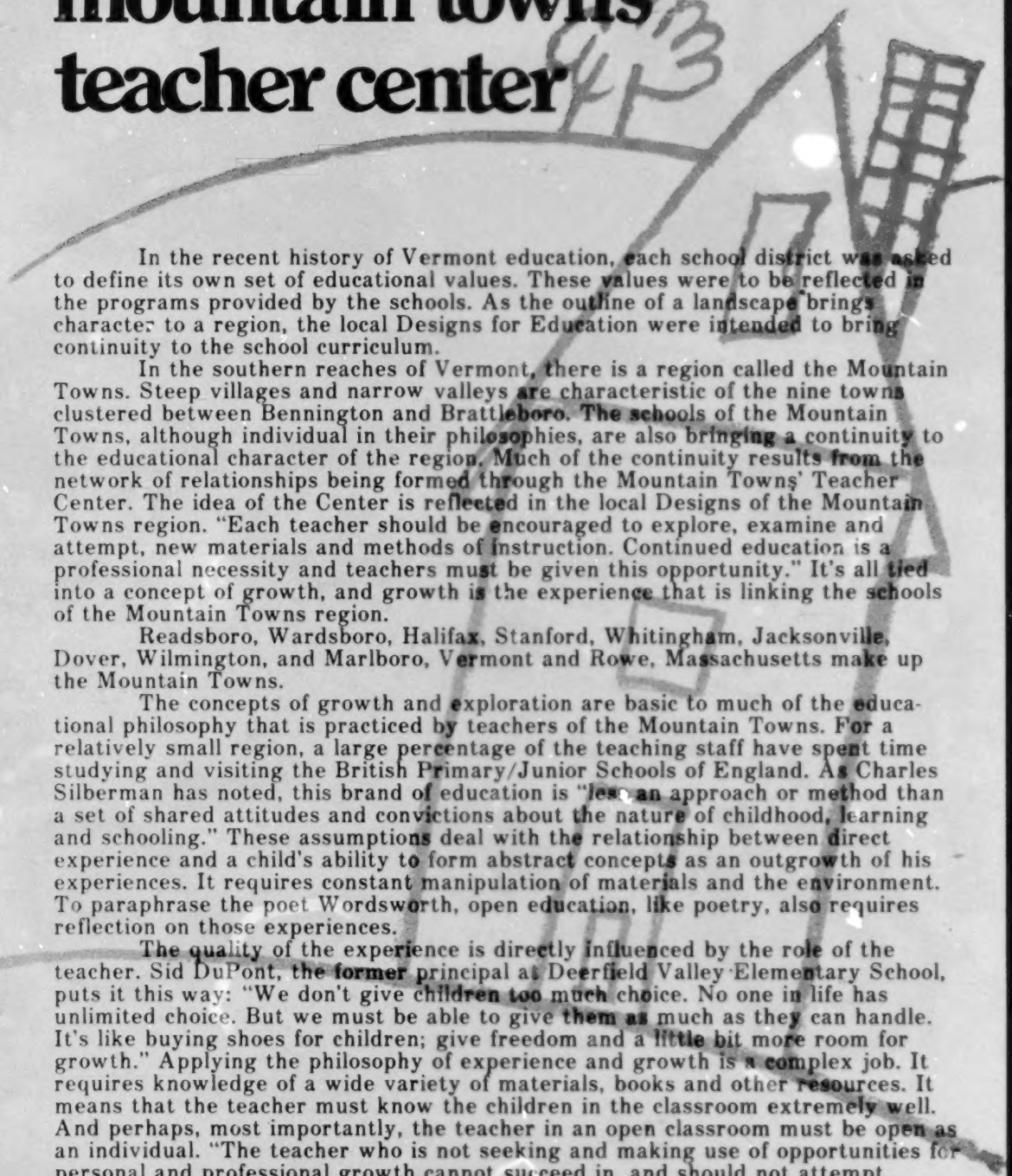
A combination of Special Education funds and Title I funds were used to support a speech pathologist and a consulting teacher. The speech and language specialist works with one hundred students in the district who have severe language problems. The consulting teacher works with classroom teachers, helping the teachers to determine the specific problem a child is experiencing and developing an effective program to treat the problem. These services are available upon request by teachers to all children in kindergarten through the third grade who have academic or behavioral problems.

The only remaining area identified by the needs assessment concerned the level of support and stimulation provided for educational pursuits in the home. With a background in family counseling, the project coordinator has been able to provide family education courses for parents. These sessions are offered in an eight week block. More than one hundred and thirty parents have taken part in the family education courses. Related to the needs for after school support, Montpelier also expanded its Big Brother/Big Sister Program.

New learning experiences, planning time for teachers, home visits, workshops, assistance for the classroom teacher and students in basic skill areas, parent education and after school support, provides a well planned, coordinated and comprehensive curriculum. By coordinating their Federal funds through the CoGraM application process, the Montpelier district was able to increase the effectiveness of all their programs. Of the $67,000.00 received for the Elementary School Planning Program, $29,000.00 were from grants that every school system in Vermont receives on a formula basis. $12,000.00 was received from ESEA Title I Part B funds, competitive grants for new projects dealing with the educationally disadvantaged. $26,000.00 in ESEA Title IV funds were awarded for the MEEP program. What has been the result of the project after its first year of operation? Barbara Cheney, the Project Coordinator, stated, "It has been an outstanding year of change. A new sense of flexibility is evident in the school system. There is more readiness to talk and think about what is going on, to use each other as resources."

school support services

mountain town's teacher center



In the recent history of Vermont education, each school district was asked to define its own set of educational values. These values were to be reflected in the programs provided by the schools. As the outline of a landscape brings character to a region, the local Designs for Education were intended to bring continuity to the school curriculum.

In the southern reaches of Vermont, there is a region called the Mountain Towns. Steep villages and narrow valleys are characteristic of the nine towns clustered between Bennington and Brattleboro. The schools of the Mountain Towns, although individual in their philosophies, are also bringing a continuity to the educational character of the region. Much of the continuity results from the network of relationships being formed through the Mountain Towns' Teacher Center. The idea of the Center is reflected in the local Designs of the Mountain Towns region. "Each teacher should be encouraged to explore, examine and attempt, new materials and methods of instruction. Continued education is a professional necessity and teachers must be given this opportunity." It's all tied into a concept of growth, and growth is the experience that is linking the schools of the Mountain Towns region.

Readsboro, Wardsboro, Halifax, Stanford, Whitingham, Jacksonville, Dover, Wilmington, and Marlboro, Vermont and Rowe, Massachusetts make up the Mountain Towns.

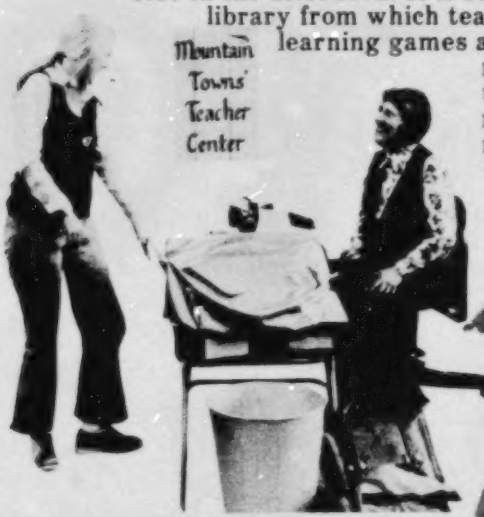
The concepts of growth and exploration are basic to much of the educational philosophy that is practiced by teachers of the Mountain Towns. For a relatively small region, a large percentage of the teaching staff have spent time studying and visiting the British Primary/Junior Schools of England. As Charles Silberman has noted, this brand of education is "less an approach or method than a set of shared attitudes and convictions about the nature of childhood, learning and schooling." These assumptions deal with the relationship between direct experience and a child's ability to form abstract concepts as an outgrowth of his experiences. It requires constant manipulation of materials and the environment. To paraphrase the poet Wordsworth, open education, like poetry, also requires reflection on those experiences.

The quality of the experience is directly influenced by the role of the teacher. Sid DuPont, the former principal at Deerfield Valley Elementary School, puts it this way: "We don't give children too much choice. No one in life has unlimited choice. But we must be able to give them as much as they can handle. It's like buying shoes for children; give freedom and a little bit more room for growth." Applying the philosophy of experience and growth is a complex job. It requires knowledge of a wide variety of materials, books and other resources. It means that the teacher must know the children in the classroom extremely well. And perhaps, most importantly, the teacher in an open classroom must be open as an individual. "The teacher who is not seeking and making use of opportunities for personal and professional growth cannot succeed in, and should not attempt, Open Education."

Providing the opportunities for personal and professional growth is the challenge of the Mountain Towns' Teacher Center. Written as a proposal in the

winter of 1974, the Center was opened by July of that year. Dorothy Shubert, formerly the principal of the Rowe Elementary School, was hired as the Center's director. Dorothy has long been a student of the British Primary system. Her own children attended a primary school during a period of residence in England. With her knowledge of open education and of the teacher's role, Dorothy and her energetic assistant director, Nicki Steel, have developed a variety of resources to support the personal and professional growth of Mountain Towns' teachers.

The Center in the Deerfield Valley Elementary School is open daily until 5:30 in the afternoon. It is supplied with a professional and instructional library from which teachers may browse and borrow. There are learning games and kits that can be loaned for use in the classroom as well as equipment like a primary typewriter, two small looms and even a rabbit. A photocopier is available to duplicate materials at minimal cost. And there are scrap materials that teachers can use to make their own learning games. But getting resources circulated in a rural district takes more than a physical space. On any given day Dorothy and Nicki can be found visiting one of the fifteen schools in the Mountain Towns region. Dorothy might be sharing information with teachers about the Center's resources or helping out in the classroom. Nicki is skilled in many arts and crafts forms. One of her projects is string art developed into a giant map of the United States. Typical of experiential education, the project gave students practice in an art form, a geography lesson, and required them to make careful math computations to figure out the patterns and designs in the map.

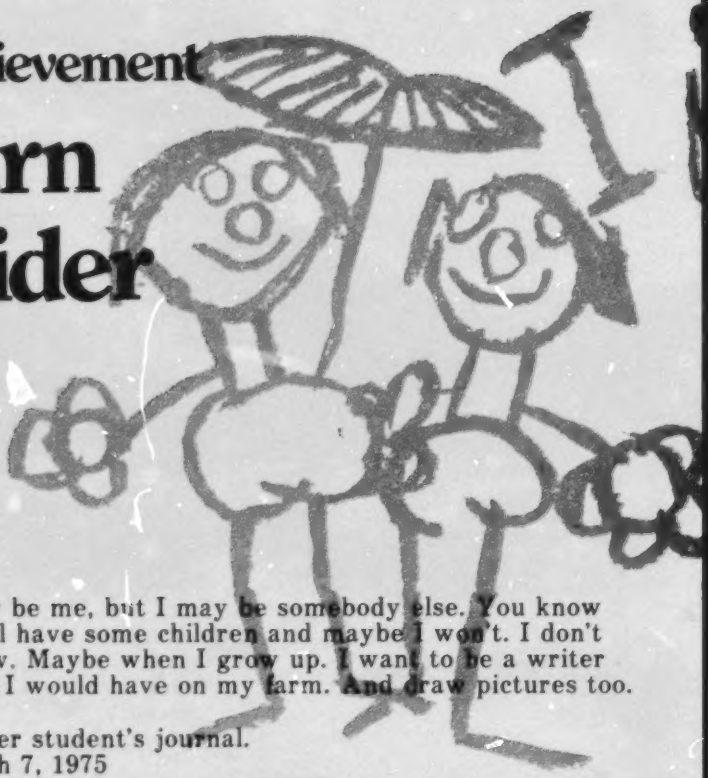


After school hours the Center is fast becoming the hub of the continuing education programs in South Central Vermont. Extension courses from the University of Vermont, the University of Massachusetts, Framingham State College, and North Adams State College, have been offered The courses have covered the topics of open education, education of the self and education today and tomorrow. During the summer the Center sponsored a one week workshop in curriculum for the informal classroom lead by Basil Benson and Harry Ducker, two headmasters of primary schools in Oxfordshire, England.

The courses, workshops, materials, books and services that the Mountain Towns' Teacher Center provides its members, are outward signs of inner growth. The Center is helping to spawn a network of communication and support among teachers. It is a medium where teachers from different towns in the area can gather and discuss common problems and ideas. Like the idea of growth itself, the value of the Mountain Towns' Teacher Center "lies in the constant effort to achieve, to seek information and to grow with children."

attitudes and achievement

think, learn and consider



"When I grow up I may be me, but I may be somebody else. You know what I mean? Well maybe I will have some children and maybe I won't. I don't want to have children right now. Maybe when I grow up. I want to be a writer and write about all the animals I would have on my farm. And draw pictures too. I want life to be good for me."

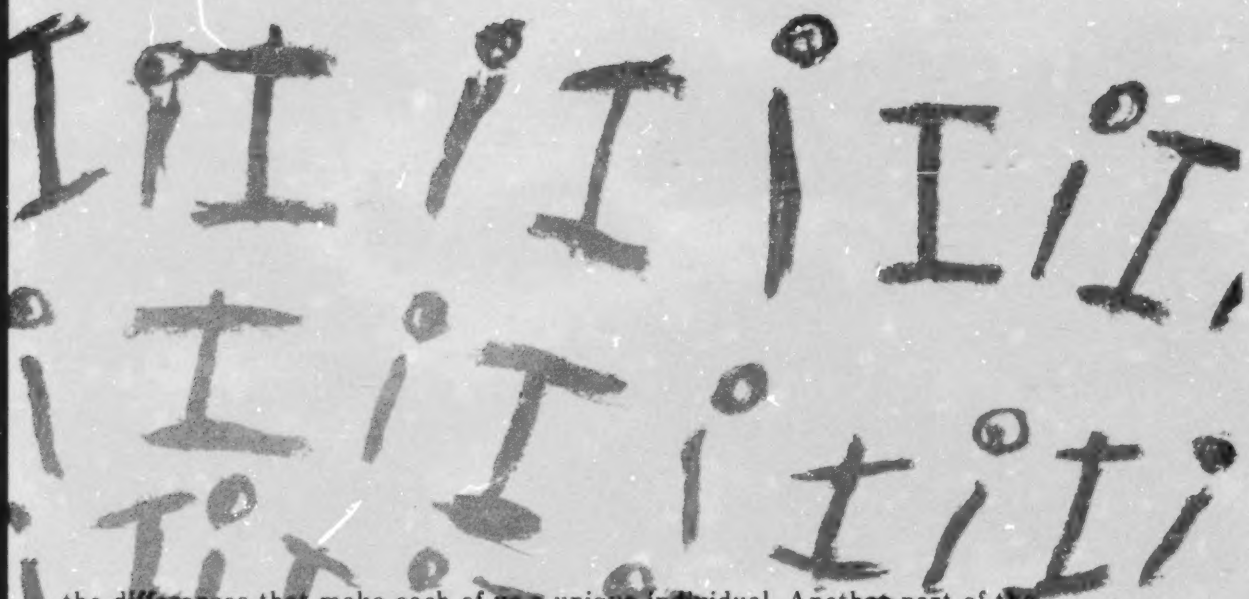
Thayer student's journal.
March 7, 1975

"Rich man, poor man, beggar man, thief, doctor, lawyer, Indian chief," we all wonder what the future holds in store for us. Learning how that wonder can affect what happens in school is the purpose of Think, Learn and Consider, a project conducted by the staff at Thayer Elementary School in Burlington. Recognizing that what a child feels and experiences outside the classroom has a direct bearing on his or her performance in school, the staff at Thayer School are studying ways in which they can help children become more aware of their feelings towards themselves and others. As children learn to understand their feelings, the results should become apparent in the ways that they behave and in their academic work.

Thayer is a school of slightly less than 500 students with a faculty of 25 teachers. It is an ungraded school. This means that students are grouped by age and ability level rather than by grades. There are 19 instructional levels in the Thayer curriculum. The organization of the curriculum allows students to work at their individual rates of learning. A teacher may have children working at three different levels in his or her classroom. The non-graded structure requires that children learn to be independent and responsible for much of their own work.

Think, Learn and Consider gives the staff at Thayer an opportunity to study the ways in which their individual teaching methods are helping students to become more responsible and independent in their study skills. Each summer the staff meets for two week-long workshops, to learn new teaching methods that will help them work with their children and with each other. During these workshops the staff have explored ways in which their behavior and attitudes might influence students. They have learned to offer constructive criticism to one another. Most importantly, they have practiced techniques which they can use in the classroom to help children discover the meaning of their own feelings.

Teachers, like students, need reinforcement to internalize new knowledge. Through project funds a part time teacher, formerly the school guidance counselor, has been hired to work with both the students and teachers. Skilled in counseling techniques and knowledgeable in the areas of group behavior, the "affective" skills teacher conducts classroom activities with students and the classroom teacher. These activities encourage an understanding attitude towards



the differences that make each of us a unique individual. Another part of the project that keeps both students and teachers thinking, is journal writing. Students and teachers keep journals in which they express thoughts that are important to them, whether it is their feelings toward themselves, or others, or just a short story. The journal remains the personal property of the students and teachers unless they wish to share it with others. Quite often the teachers use their journals to keep records of exchanges that have taken place in the classroom. During a regular monthly meeting that takes place after school hours, the staff share their journal entries with each other. This regular meeting is also an opportunity to review what has been happening and to make plans for the next month.

What are the expected results of Think, Learn and Consider? Since Thayer School has been using the non-graded school structure for over four years, a great deal of information has been gathered regarding student performance. Each time a student progresses from one instructional level to the next, a skills sheet is filled out by the teacher. The level sheet records a student's accomplishments, the length of time required to achieve the skills and other pertinent information. As part of its evaluation, the project is using a computer to analyze all the information that has been gathered. Looking back over four years of experience, the staff will be able to determine any differences in student performance as a result of the project activities. Project Director and Thayer Principal, Fenn Rider, expects to find students progressing through the instructional levels at a faster rate. This would mean that students are using their time more effectively and completing their work with a greater degree of accuracy.

To extend the benefits of Think, Learn and Consider beyond the walls of Thayer School, the staff is in the process of organizing the work they have done, into a form that can be shared with other teachers. By the end of the school year 1975-76 an "affective" curriculum guide will be well along the way to completion. The guide will offer suggested activities which teachers might use to help their students understand that feelings are a natural part of life. They are common to all of us.

The message of TLC is simple. Give consideration to the fact that each youngster has an individual set of attitudes and feelings. And, be aware of how feelings can affect a child's thinking and learning.

attitudes and achievement

cooperative counseling

"Dinner is ready!"
The reluctant dropping of toys and the whine of protests begin.
"Can't I wait, I'm playing now!"
"I want to watch T.V."

What can a parent do? And what does a teacher do when confronted by a similar reaction in the classroom? Whether the concern is over a peaceful family meal, getting homework completed or stopping fights on the playground, parents and teachers are in search of new approaches to child raising that can help them over the rough spots. It is because of the mutual concerns that the family and the school share, that parents, teachers and school guidance counselors have been joining in Parent Study Groups. From the nods and smiles one sees in a Parent Study Group, it is easy to conclude that no parent is alone when it comes to sharing the problems of child raising.

It is equally clear that the problems parents have at home surface in the school setting. The solution is often one which parents, teachers, and guidance counselors can facilitate cooperatively to help a child develop the positive self-concept and constructive attitudes which are necessary for his academic and social development.

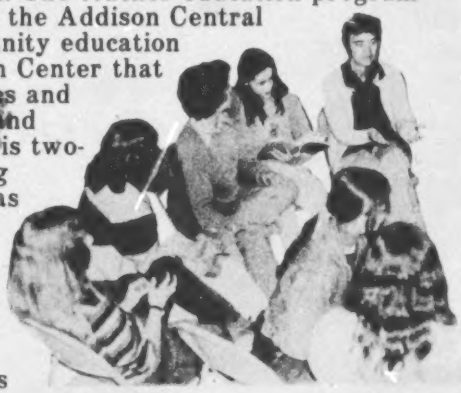
The Cooperative Counseling Program is based upon a well tested theory in child psychology. Children, like adults, realize that there are logical consequences to their behavior. Many of the disruptive actions of children are prompted by a need for attention. And most generally, they are successful in attracting attention to themselves by resisting at dinner time or bedtime or fighting on the playground. The Cooperative Counseling Program helps parents, teachers and, perhaps most importantly, the children recognize the meaning of their behavior and to develop constructive responses to problem situations.

Edith Harman, the counselor who provides services to the six rural towns taking part in the program, works with students and teachers, individually, in small groups, or in the classroom setting. Visiting each school weekly, she has established several classroom discussion groups in every school. Using materials which relate high interest topics to children's behavior, the discussion groups help children understand the goals of their behavior. The groups also are an effective means for teaching children responsible and democratic decision making processes. Once a group is well underway, the students select their own topics and choose

their own discussion leaders with the counselor and teacher participating as any other group member. Even though the counselor is able to visit schools only once a week, many teachers incorporate this democratic group process into their regular classroom routine.

The Cooperative Counseling Program provides the students in the Bridport, Cornwall, Ripton, Salisbury, Shoreham and Weybridge elementary schools with similar counseling services to those provided by Ms. Xavieria Eichholtz for students in the Middlebury Elementary Schools and assures a common base of experience for all students who will attend the Middlebury Union High School.

Mrs. Harman and Ms. Eichholtz work cooperatively to provide family counseling, and parent and teacher education. The teacher education program includes in-service courses for all teachers in the Addison Central Supervisory District. The parent and community education programs operate from the Family Education Center that provides open-centered counseling for families and teachers and consultive services for schools and community groups. The open-center concept is two-fold. It gives specific help to the people being counseled. It serves as an education vehicle as well, focussing on common family problems and the knowledge, information or experience necessary to resolve those problems. Mrs. Harman and Ms. Eichholtz also provide workshops and speaking engagements to interested groups.



Cooperation is the very nature of this counseling program. It ranges from several small rural schools sharing the services of a counseling program to the support, and mutual help that parents and teachers receive through Parent Study Groups, referral services for more severe problems, and in-service education programs. Of course the most important form of cooperation can be seen in the play yards and classrooms as children put into practice the cooperative skills that they have learned for solving problems and reaching democratic decisions.

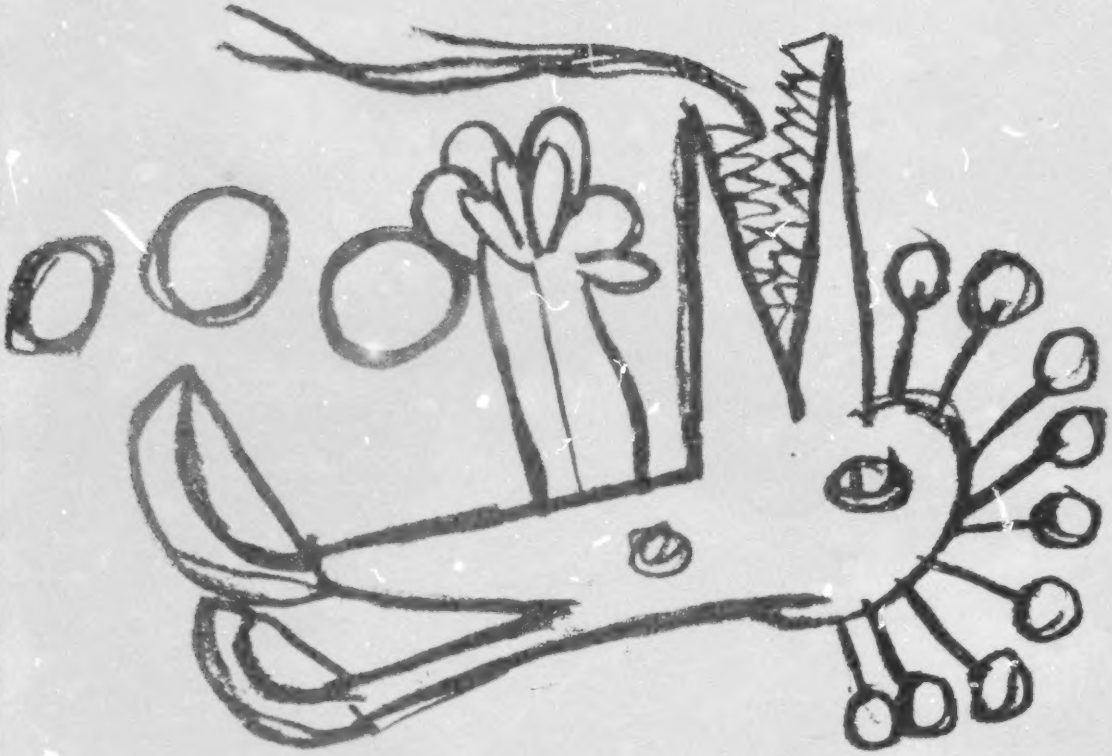
attitudes and achievement

heal

"I was amazed when I heard."
"Me too, I couldn't believe it — she was in one of my classes."
"What was she like? Quiet, that's all."
"Never did meet her parents, she never gave me any trouble."
"Guess she had problems she just couldn't talk about."

What happened to her? Did she drop out of school? Did she get pregnant? Or did she overdose on alcohol and drugs? Unfortunately any of these conclusions might be possible endings for the story. Vermont's high school drop out rate is substantial. Yet what may be more alarming is that behavior often associated with large urban areas is becoming more common among the young in Vermont's rural communities. In surveys conducted by project HEAL staff in several Northeast Vermont high schools, the incidence of alcohol and drug use and sexual activity was found to be well over fifty percent among those students who responded to the poll. The students also indicated that they were most likely to turn to their peers for help when they had questions or problems in these areas. Project HEAL (Health Education Action for Living) is a source of factual information for students with curiosity, questions or problems in the areas of physical and mental health. It is an alternative to rumors, myths and misinformation that circulate among teenagers concerning facts of health, drugs, nutrition, sex education, mental health and law.

HEAL offers young people a chance to gain accurate information in a discussion group setting. Mark Creaven and John Perry team teach project HEAL. Experienced in sex education and media education, the HEAL team first provides information to students regarding the effects of drug usage, proper nutrition, health care, and sexuality. Familiar with adolescent behavior, these teachers then give the students an opportunity to discuss the material frankly. Decision making also plays an important role in the HEAL course. Helping students become aware of the factors which influence their decisions, the HEAL staff examine the many hidden messages that can be found in commercial advertising. The overt use of



sex in ads, the enticement to use of alcohol, tobacco and other drugs which promise fulfillment are all discussed in an open and questioning atmosphere.

Studying the medium of television, students are instructed in the use of videotape equipment. The students often write, produce and videotape short plays, which simulate situations in which teenagers must make decisions. Portraying events in teenage social life, the television plays allow students to dramatize problems which they might encounter in real life. The plays are used to promote discussion among students about the possible results of their decisions.

While emphasizing factual knowledge, Project HEAL goes beyond simple clinical information. It is an approach which helps students to understand the implications of the decisions that they are making and of the values which they are forming. Recognizing that all adults who have close relationships with students influence their decisions and values, Project HEAL staff offer courses for teachers and parents as well. The project has been in operation in four Vermont high schools, Concord High School, Lake Region Union High School, Hazen Union and Danville High School. Thus far, Project HEAL's evaluation results have satisfactorily documented the success of this program's approach toward health instruction. Within a matter of months, students have consistently increased their knowledge of health facts by approximately fifty percent. At the same time, many students have gained an inner confidence and an ability to understand their own decisions. As one student phrased it, "I guess they were trying to get us to know ourselves and not be afraid to talk about things with people. They did help me, quite a lot."

attitudes and achievement

school community guidance facilitator

"You can't do that to my brother."

"Well, watch what I do to you!"

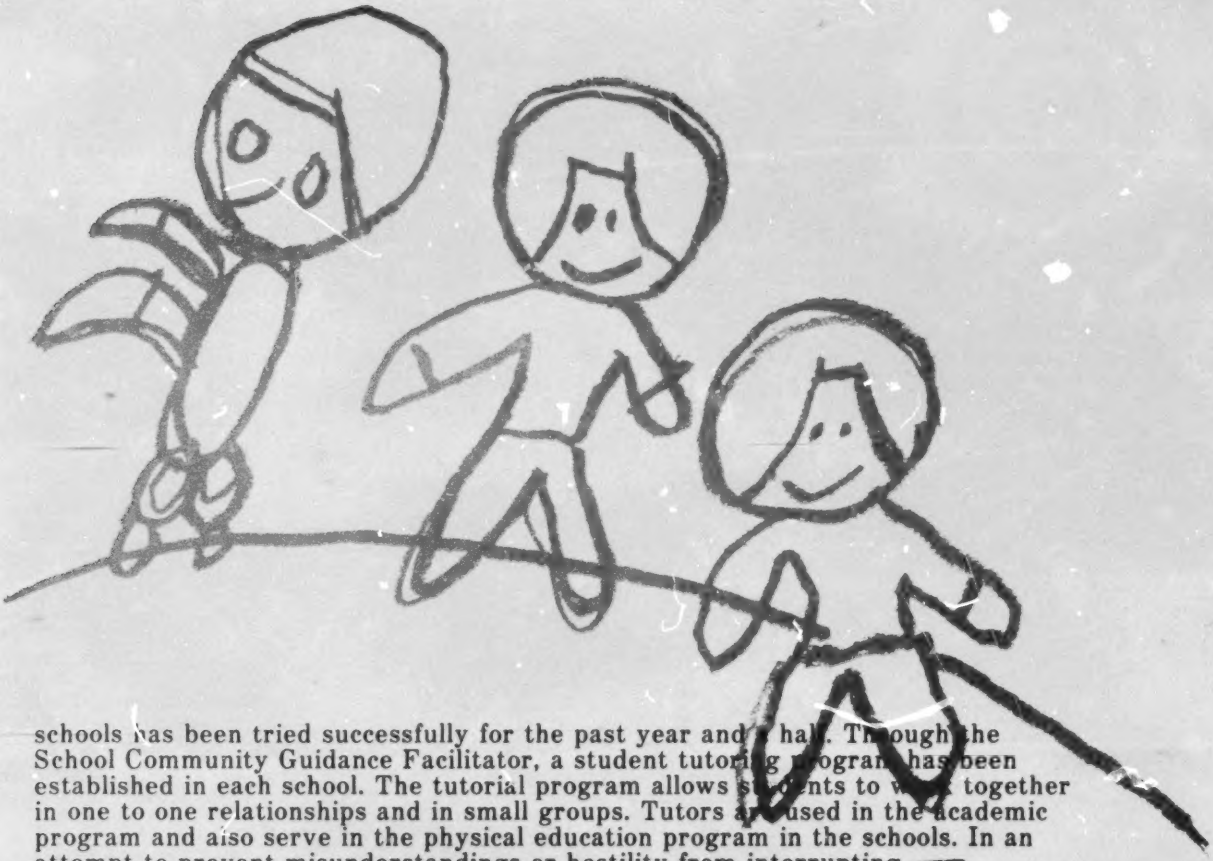
The blow came fast. A lip splitting cry as one boy fell. The dust clouds swirled and the pile of boys increased.

Suddenly a door banged. A large lunged man yelled: "All right you guys, cut it out! NOW!"

The day simmered in anger. Sulking in chairs and bristling in the hall, the boys waited out the school length truce. With the final bell, the young armies ended the delay. Their allies and enemies already chosen, they promised each other that some bloody victim would pay the price of their anger. The confrontation, however, was interrupted, not by reason, but by the convoy of buses waiting to carry them home.

Each time this scene is repeated, days, dollars and more importantly, opportunity for learning is lost. The principals and staff of the Orange and Washington schools were very concerned about the chronic problem of fighting that severely disrupted the learning atmosphere of the schools. Recognizing that parents were experiencing similar difficulties at home, the principals of the two schools proposed a solution which they called The School Community Guidance Facilitator. The long sounding title simply means that a person with guidance skills would work both in the school and communities to help resolve conflicts and increase community involvement in the schools.

Dividing his time between the schools in Washington and Orange, Bob Onne is the School Community Guidance Facilitator. The students of the schools are Bob's main contact and primary concern. To foster healthy and constructive relationships among the students, Bob has initiated a program involving individual and group counseling as well as socialization experiences. For students who have low self-esteem or are continually involved in fights, the counselor provides individual help and often communicates directly with the students' parents. Using group counseling techniques, Bob meets regularly with classes of students, helping them understand each other's point of view. Insuring that students experience a number of group activities through which they may learn to work and play cooperatively, the counselor has organized after-school activities. Generating friendships among students is one means of overcoming antagonisms. To increase the students' exposure and awareness, a student exchange program between the two



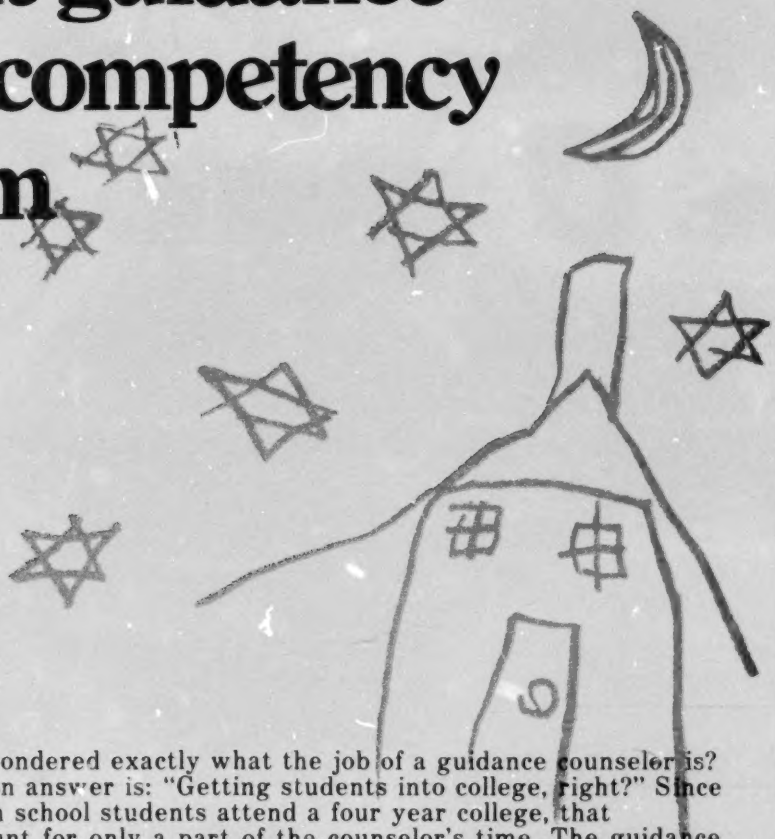
schools has been tried successfully for the past year and a half. Through the School Community Guidance Facilitator, a student tutoring program has been established in each school. The tutorial program allows students to work together in one to one relationships and in small groups. Tutors are used in the academic program and also serve in the physical education program in the schools. In an attempt to prevent misunderstandings or hostility from interrupting the school program, Bob begins working with children as soon as they enter school. For students in kindergarten and the first grade, he has developed an approach which allows these youngsters to act out feelings in a play situation. This enables young children to express social difficulties that cannot be dealt with in the classroom environment.

Since part of the responsibility of the School Community Guidance Facilitator is to increase the community involvement in the school, Bob participates in several community meetings and activities. Extending awareness of school activities to the community, Bob has assisted school staff and students in developing school newsletters. At the Orange school students planned an adventure playground using old tires and materials that were discarded by industries. Bob and the students got parents and other community members to volunteer their weekend time to help construct the low cost and imaginative equipment. In Washington, parents have been actively involved in after-school activities joining their children on field trips and events sponspored by the school.

Over the year and a half that the program has been in operation the most noticeable change has been in the attitudes and behavior of the children. The battles have ebbed. The anger that students expressed with their fists has been channeled into constructive activity. Friendships have taken the place of enmity. And, as one school board member reported: "I get fewer phone calls from parents who used to get very upset when their child came home with a bloody nose."

attitudes and achievement

vermont guidance service competency program



Have you every wondered exactly what the job of a guidance counselor is? Probably the most common answer is: "Getting students into college, right?" Since only 30% of Vermont high school students attend a four year college, that responsibility would account for only a part of the counselor's time. The guidance counselor's job is probably the most diverse job in a local school. And it may be the most misunderstood, as well.

During the 1974 - 1975 school year, the Vermont Guidance Services Competency Program was conducted to help guidance personnel spell out the specific skills that are necessary to fulfill the many demands that are placed upon guidance counselors. The project was the second phase of a three step process that was designed to insure that all persons in the field of guidance receive the proper education and have necessary skills to guide and counsel the students with whom they work.

The first phase of the process began in 1973. Guidance counselors throughout the State worked to define State and local guidelines for guidance services. Because guidance counselors have been required to do such a variety of jobs depending on the varying conditions in each local school, some general guidelines were needed to insure that children were receiving the benefit of appropriate guidance services. The guidelines acknowledged six general functions that counselors provided to the schools and students. These functions were identified as: 1) consultation — to aid others in understanding both individual relationships and human behavior; 2) coordination — bringing together people and resources for the fullest development of students; 3) counseling — interacting with students to assist in the development of the total person; 4) information management — gathering and channeling information to meet student, school and community needs; 5) professional development — expanding skills which lead to professional

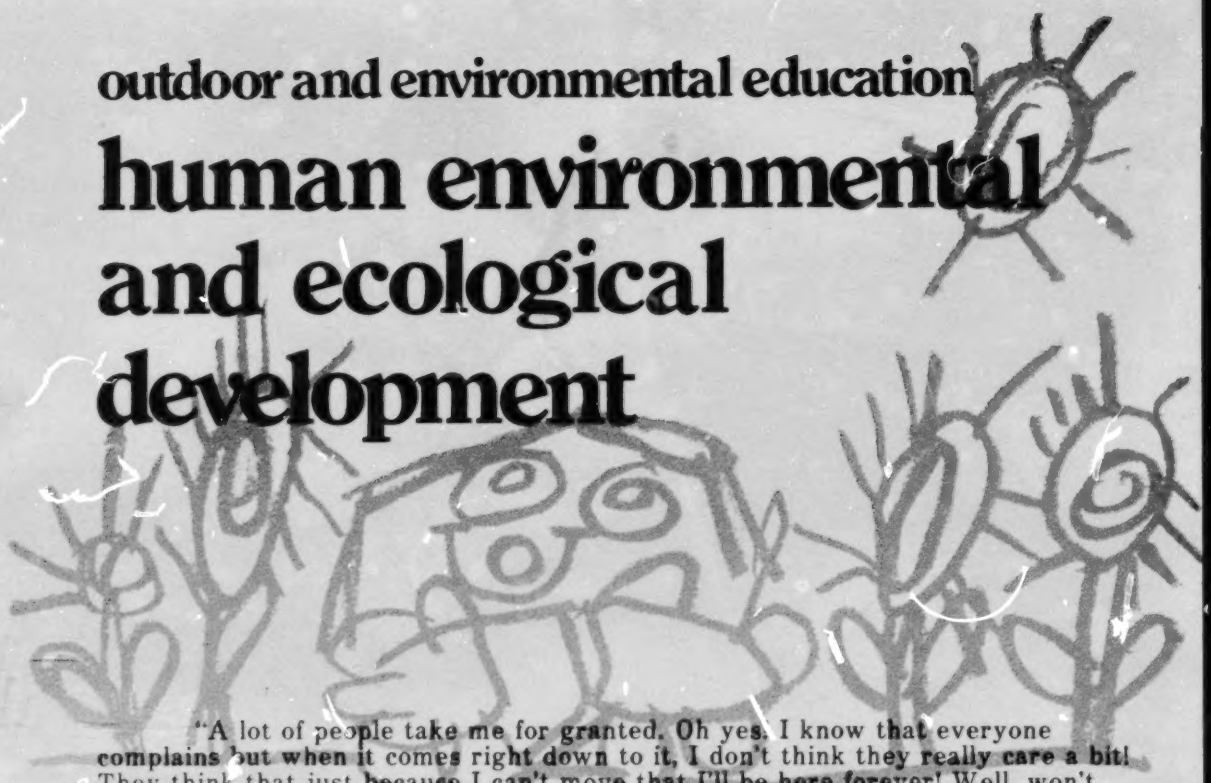
growth; and (7) program management — planning, implementing and evaluating guidance services.

With these broad areas of services defined by guidance persons, the Vermont Guidance Services Competency Program set out to specify the skills that are necessary to carry out these functions. Since only sixty-two percent (62%) of guidance counselors presently hold complete certification in guidance, the need for clarifying responsibilities and job related skills was significant. Under the direction of James Cawley, the Guidance Director at Champlain Valley Union High School and director of the project, an advisory committee was organized, representative of guidance counselors, teachers, administrators, students, parents, school boards, business and government. The advisory committee served as a link with various groups concerned with guidance and provided information to the project director which was used to develop a list of competencies or skill descriptions for each part of a guidance counselor's responsibilities.

Throughout the year the competencies were refined by guidance counselors and others. Three major seminars were held for guidance personnel which acquainted them with new practices in the field of guidance and new methods of training counselors. The competency statements were finalized. Documents were produced which are now available to administrators, guidance counselors and school board members. The *Statement of Counselor Competencies* should provide valuable information to school districts in Vermont which desire to improve their guidance services or begin new guidance programs. Combined with the results of the previous study, *Guidelines for Guidance Services*, the Competency Statement will aid districts in evaluating their present program and in determining what steps they may need to take to insure that all students are receiving the best available counseling for their career choices and personal development.

outdoor and environmental education

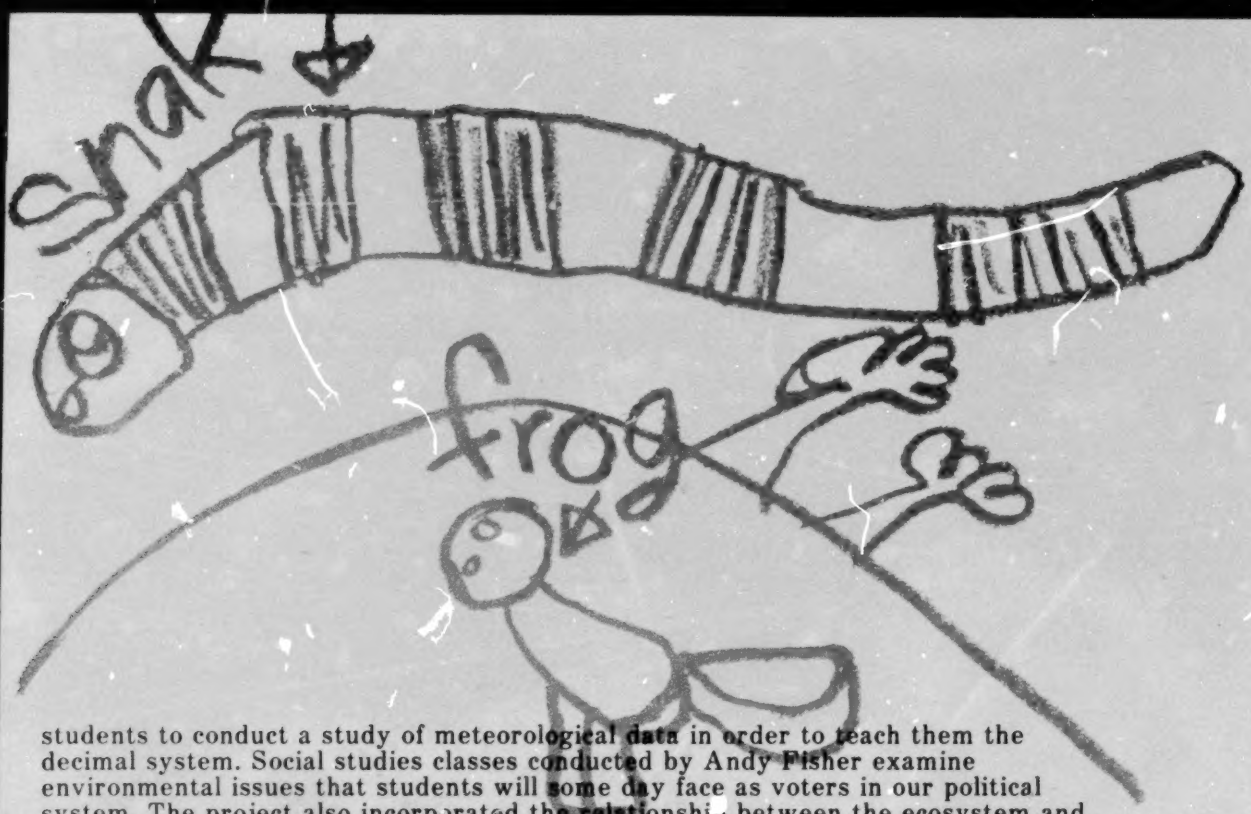
human environmental and ecological development



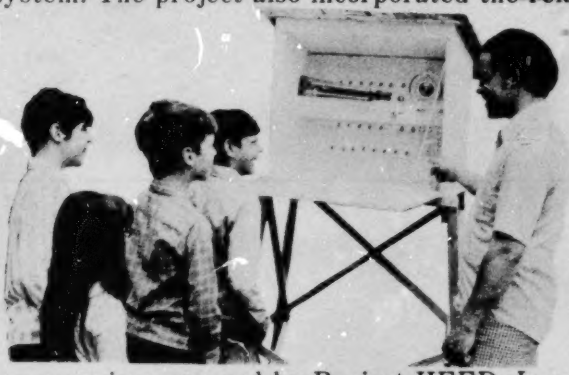
"A lot of people take me for granted. Oh yes, I know that everyone complains but when it comes right down to it, I don't think they really care a bit! They think that just because I can't move that I'll be here forever! Well, won't they be surprised when my leaves begin to die and my trunk shrivels up into hollow emptiness! Then we'll see where they'll go for shade or a nice juicy apple! All my friends feel the same way, the river filled with waste, the sky turning grey, and the animals robbed of their homes are tired of being disregarded. Why, if this keeps up, there won't be any air to breathe or water to drink for any of us. Then what will those humans do? — Silly question, after all, if that occurs, there won't be any humans left to do anything."

No, apple trees can't talk. But the students and teachers in the towns of Concord, Granby, Guildhall, Kirby, Lunenburg, Maidstone, Victory, and Waterford do. And, through the efforts of Andy Fisher, a Concord High School social studies teacher and Director of Project HEED, those students and teachers are saying many of the same things that our fictitious spokesman, the apple tree stated.

A project which touches almost every student in the Essex Caledonia Supervisory Union, Project HEED is a comprehensive approach to environmental education. Beginning in the elementary grades and continuing throughout the high school years, HEED offers teachers and students varied environmental experiences that are designed to fit into regular curriculum activities. HEED might best be described as a corps of teachers and students who have a strong interest in fostering factual awareness about the environment. Meeting on a monthly basis, HEED teachers and students plan environmental curriculum activities on a K-12 basis. These plans are shared with other teachers who include the environmental activities within their curriculum units. Environmental labs have been established at each school in the Essex Caledonia Supervisory Union, using the natural areas surrounding the schools. Students from the high school acting as environmental tutors, visit elementary classes to conduct field trips and lead classes in environmental activities. The tutors' visits are related by teachers to other curriculum areas that their students are studying. For example, children in one sixth grade followed up their interest in water and air pollution control in a science unit study of electricity. These students built a working model of a hydro-electrical system which was planned to meet environmental standards for air and water quality. Integrating the study of the environment into other curriculum areas, a math teacher at Concord High School encouraged some



students to conduct a study of meteorological data in order to teach them the decimal system. Social studies classes conducted by Andy Fisher examine environmental issues that students will some day face as voters in our political system. The project also incorporated the relationship between the ecosystem and man's economic needs. Resource people from the immediate community and surrounding areas are invited to speak to students regarding future employment in environmental related occupations such as forestry, agriculture or rural planning.



Just as the environment is an interrelated system, project HEED provides students with an in-depth exposure to all facets of environmental education. During the summer months, a two week program is sponsored by Project HEED. Located in Victory Bog, the summer program involves one hundred students each year in an environmental immersion. Each camp day begins with campers separating into small groups for field trip exploration. The trips focus on the inter-dependence of local flora and fauna while also examining broader based topics — such as forestry, water, agronomy and ornithology. The trips are led by professionals in environmental fields and teachers from the regular school program. Afternoons are filled with activities which involve students in the production of natural crafts using materials native to the area in an effort to demonstrate to students that man can be creative and productive without placing excessive demands on his environment. The campers' day concludes with the visiting professionals responding to students' questions regarding environmental decisions presently being made, testing the students' ecological concepts against reality.

The ultimate goal of project HEED is to prepare students for environmental decision making. It's the project's philosophy that understanding of basic ecological relationships is the first step to an informed and responsible stewardship over the environment.

outdoor and environmental education

summer challenge

"For it comes — it goes — it is the song of the bird upon the branch — it is the silence when the song is gone." Project Challenge Student

Poetry is the essence of an event, packed into a short space of words. It makes clear the elements of an experience, one instant of time relived through the writing of words. Like the structure of a poem, Summer Challenge at Champlain Valley Union High School is a tightly packed, intense, twenty-five day experience that helps many students clarify the elements of their own experiences. And, it is not by chance, that while involved in Summer Challenge, students also develop the vocabulary and creative writing skills that enable them to express themselves with a greater degree of clarity.

Summer Challenge is an outdoor education program. For twenty-five days, students, camping on the grounds of Shelburne Farms in Shelburne, Vermont share the tasks of daily living, struggling with rigorous routines and constant study. Up at the crack of dawn, pulling on a wet bathing suit, running a mile, then jumping into the early morning waters of Lake Champlain, is the usual beginning of a Challenge day. The pace quickens as the day moves on — making breakfast, cleaning up, vocabulary and creative writing exercises, group problem solving activities, and a workout on the ropes course might all take place before the students break to prepare their own lunch and get their campsites in order. Afternoons generally find students testing their endurance with mountain hikes, rock climbing, obstacle course competition, white water canoeing or a variation on one of these themes. The evenings, although somewhat slower, are just as demanding with students preparing meals, cleaning up and writing in their journals before the day closes.

Common experience teaches us that life is filled with problems and solutions, pain and pleasure, winning and losing. Summer Challenge makes use of these experiences to help young people understand that one learns about himself, others and the world through each experience one confronts. Placing students in stressful situations, and seeing them through, Summer Challenge squeezes an intense learning and living experience into a short period of time. Directed by David Boulanger, a humanities teacher, Summer Challenge is a course offering at Champlain Valley Union high school. Students completing the course receive credit for their participation. The growth of students however, cannot be measured by the credits they receive. As one student recorded in his journal, the awareness of inner change is the most meaningful mark of success.

"For me, the Challenge Program has been a complete change, for 25 days, in my way of life. It has continuously confronted me with situations I might encounter only once a week in 'normal' life and forced me to handle them.

"The high points were sometimes invisible to the onlooker. Who could feel as I felt when I walked down from the barn, after skipping supper to work on the straps of my completed packframe? Who would know how we felt when our sweaty crew arrived at the summit of Robin's Mountain? One who has not fasted, cannot appreciate seeing Boulanger and Jack leading you 'home' to chicken broth.

"The low points were points of strain and anxiety, weakness and fatigue. A week with a total of ten hours sleep makes one edgy. The anxiety of the packframe construction, with its looming deadline, was painful to the breaking point.

"Overall, though, the low points tend to tear down the mind like exercise tears down muscles, allowing it to rebuild, slowly, so that next time, hopefully, with less trouble, it can face the challenge. This, I think, is the most important thing the Challenge Program has to offer."

school support services

outdoor ecological lab

Through a swamp and up to the top of a tree covered hill scrambles a group of excited fourth graders. One child stops to touch a leaf, while another group of students stands in silence, listening to the conversations of birds. Others students are busy gathering specimens of fauna, foraging for edible plants, identifying trees, smelling, tasting, and observing their natural surroundings. For these children the balance of nature is being explored through a guided experience. Experience that cannot be duplicated in the two dimensional pages of a textbook. Meanwhile, their teacher is already planning ways to relate this knowledge of the environment to an upcoming unit on Indian life, and using the day's experience for the next creative writing lesson.

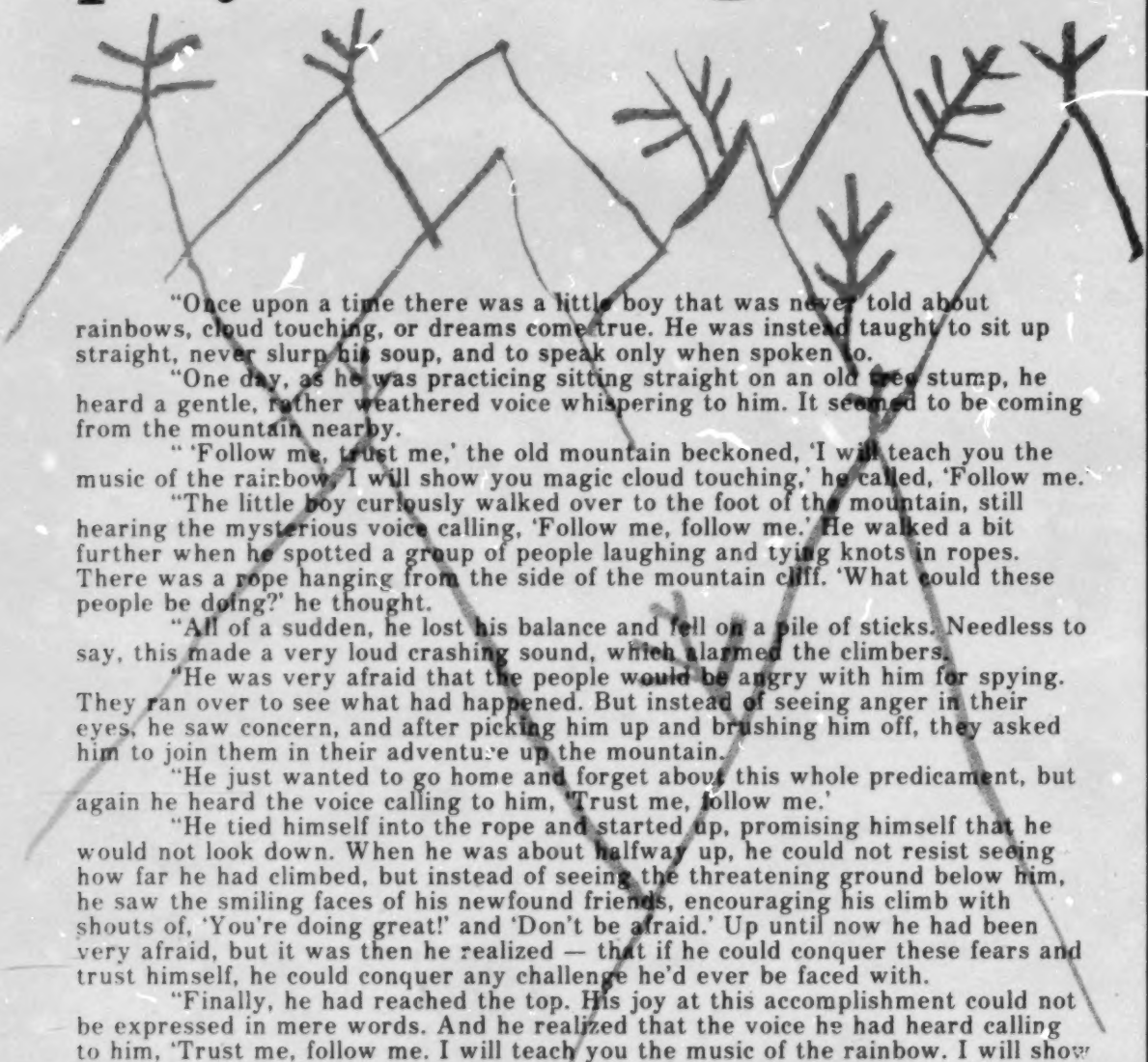
The purpose of the Outdoor Ecological Lab Project is to relate classroom instruction to environmental field trips and activities planned for outside the classroom. Bill Lienhard, the environmental specialist, conducts environmental activities with students and teachers in Bellows Falls Middle and Central schools and Saxtons River Elementary School. Working with the classroom teachers, Bill helps them plan ways in which they can use environmental activities not only for the study of science but in other academic areas as well.

At the elementary level, students and teachers are exposed to a variety of environments which relate to classroom subject areas. These vary from natural areas where students are asked to observe differences among the plant and animal kingdoms to a community situation where students are exposed to man's economic environment. At the middle grade level and above, the students are instructed in basic ecological concepts. In the fall of the year students participate in at least seven or eight field experiences through which they observe areas such as pond study, involving basic ecological relationships, like food chain and water shed. At the sixth grade level, a similar program is conducted in the spring of the year. Many of the environmental field observations have been made in a special environmental lab. Located on the grounds of the Bellows Falls Union High School, a large tract of wooded land has been preserved for environmental investigation. As part of this lab, an environmental station was built to conduct experiments and long term studies of environmental activity requiring close record keeping.

Throughout the activities Bill and the cooperating teachers are seeking to develop student awareness of the environment and environmental issues. The project also enables students to carry out successful problem solving activities involving the prevention and restoration of environmental damage. After three years of operation, the project has developed a set of curriculum goals and activites which can be merged with other subject areas to explore the environment and ecological concepts. By bringing together a study of the environment with subject areas such as math, language arts and social studies, the Outdoor Ecological Lab has established a model program which helps both teachers and students gain the most benefit from field experiences and classroom learning.

outdoor and environmental education

project challenge



"Once upon a time there was a little boy that was never told about rainbows, cloud touching, or dreams come true. He was instead taught to sit up straight, never slurp his soup, and to speak only when spoken to.

"One day, as he was practicing sitting straight on an old tree stump, he heard a gentle, rather weathered voice whispering to him. It seemed to be coming from the mountain nearby.

" 'Follow me, trust me,' the old mountain beckoned, 'I will teach you the music of the rainbow, I will show you magic cloud touching,' he called, 'Follow me.'

"The little boy curiously walked over to the foot of the mountain, still hearing the mysterious voice calling, 'Follow me, follow me.' He walked a bit further when he spotted a group of people laughing and tying knots in ropes. There was a rope hanging from the side of the mountain cliff. 'What could these people be doing?' he thought.

"All of a sudden, he lost his balance and fell on a pile of sticks. Needless to say, this made a very loud crashing sound, which alarmed the climbers.

"He was very afraid that the people would be angry with him for spying. They ran over to see what had happened. But instead of seeing anger in their eyes, he saw concern, and after picking him up and brushing him off, they asked him to join them in their adventure up the mountain.

"He just wanted to go home and forget about this whole predicament, but again he heard the voice calling to him, 'Trust me, follow me.'

"He tied himself into the rope and started up, promising himself that he would not look down. When he was about halfway up, he could not resist seeing how far he had climbed, but instead of seeing the threatening ground below him, he saw the smiling faces of his newfound friends, encouraging his climb with shouts of, 'You're doing great!' and 'Don't be afraid.' Up until now he had been very afraid, but it was then he realized — that if he could conquer these fears and trust himself, he could conquer any challenge he'd ever be faced with.

"Finally, he had reached the top. His joy at this accomplishment could not be expressed in mere words. And he realized that the voice he had heard calling to him, 'Trust me, follow me. I will teach you the music of the rainbow. I will show you magic cloud touching,' was the voice within himself."

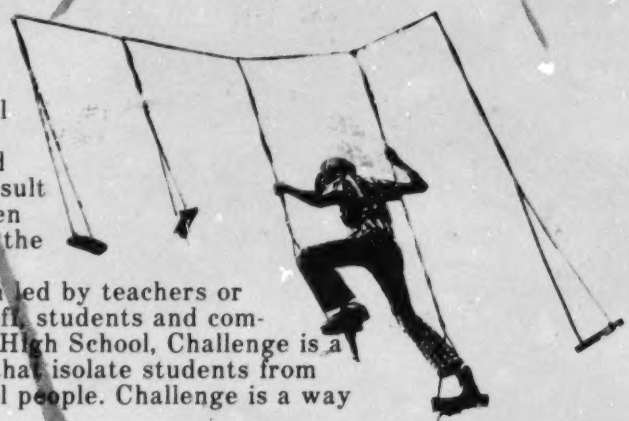
Story by: Annie Hastings
Green Mountain High School Student

What the boy learned was that mental and physical stress can result in a powerful learning experience. Practiced for several years by the Outward Bound Schools, stress producing activities have had a very successful record of improving self-esteem, self-reliance and self-confidence. At Green Mountain Union High School, the activities of Project Challenge have been credited with substantially lowering the drop out rate.

Activities such as white water canoeing, rock climbing, hiking, wilderness survival, winter camping, group problem solving exercises and ropes course

maneuvering are all part of the physical and mental stress that make up Project Challenge. Staffed by Dave Hopkinson, a trained instructor in Outward Bound techniques, Project Challenge provides in-school experiences for students and weekend excursions. Yet Project Challenge is much more than an exciting trip or a variation on a physical education class. Through Challenge activities, students encounter themselves. Each Challenge is begun with a briefing, a preparation so students know what to expect. Next comes the Challenge, testing each participant to the limits of endurance. It may mean spending a weekend in the forest, foraging for food or withstanding the temperatures of winter camping. No matter what the experience, each student is expected to work to the best of his or her ability to insure that the group completes its objectives successfully. The Challenge is always followed by a debriefing; a chance to talk about what happened, what was learned and what did the experience mean to each participant.

Challenge is a learning style that is flourishing at Green Mountain Union High School. Not only have students been affected by it, but many of the teachers have taken part in Challenge activities as well. In-service workshops for teachers have been held during the week before school opens as well as during the school year. Communicating only in French while devising solutions to group problems or studying map and compass skills in preparation for a weekend outing are but two of the ways that teachers have found to relate Project Challenge to the courses that they teach. Reaching out to the community, Project Challenge staff, students and teachers have conducted survival workshops for winter sports enthusiasts. First aid instruction has also been provided to interested community members. As a result of their training activities, the staff of Green Mountain Union High School have doubled the numbers of students who can take part in Project Challenge. Weekend trips are often led by teachers or volunteers from the community. To the staff, students and communities that form Green Mountain Union High School, Challenge is a shared experience; removing the barriers that isolate students from teachers and community people from school people. Challenge is a way of seeing and living.



"Project Challenge took me rock climbing, what an experience . . . my knees shook and I cried all the way down. But I had to do it. When I reached the bottom, there stood another person who had just gone off for the first time also. He felt as I did, and when we smiled at each other, we knew we had won not only another part of ourselves but new friends who only want to teach you all that is in yourself."

media education

addison rutland resource center communication project

"Wow, look at that!"

A silk like rope sticks to the body. The wings struggle to spread.

"I wonder if he'll get free."

Pulling with its entire strength, the Monarch butterfly escapes its cocoon. A new life form has emerged from the cotton textured sack.

Their eyes intent on each new change, a group of students huddle around the drama.

"Here comes the other one."

A second butterfly begins its encounter with life. About three feet away, the students' teacher turns a lever. Suddenly the mystery of life is stopped, an image frozen in time.

"O.K.," the teacher asks, "who knows how long the butterfly stays in the cocoon before it's born?"

Capturing the birth of a butterfly is but one of the many wonders that can be brought to the classroom through the medium of video tape (television). Using video tape and still photography, the teachers and students of Fair Haven, Castleton, Orwell, Benson and West Haven, Vermont, have greatly increased their learning resources and experiences. Based on a survey of educational needs within the district, Betty Douglas, director of the Addison Rutland Resource Center, developed a program which provided the tools and know-how to teachers and students for using visual media to accomplish educational goals.

The Addison Rutland Resource Center serves a rural area with six elementary schools. The Center's Communications project enabled the staff to better coordinate the use of equipment and materials in the district, develop an efficient service delivery system and most importantly, affect classroom learning. Working with at least two teachers from each school, the Center staff formed what came to be known as the "core group." The core group was given one day a month released time for in-service workshops. A consultant from the University of Vermont media department worked regularly with the core group providing them with skills and ideas for using video, photography and other media forms in the classroom. An evening media course was also conducted during two years of the project's operation. Membership in the core group changed from year to year and elementary students soon joined the ranks of the group.

Working together in an enthusiastic learning atmosphere, the students and teachers carried their newly acquired skills back to the classroom. Following up the in-service workshops, a media assistant hired by the project visited each

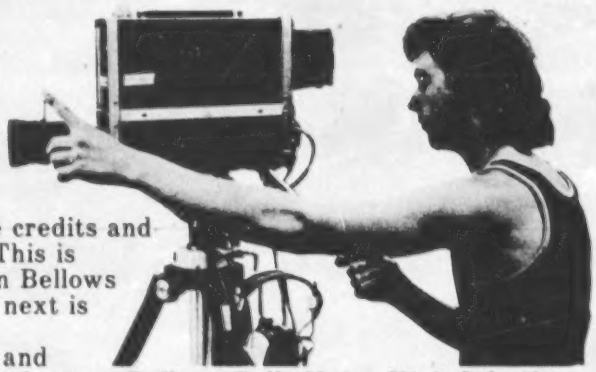
school regularly, intr[illegible] other [illegible] stu[illegible] to [illegible] new equipment and ideas, and giving support [illegible] the [illegible] M[illegible] clubs [illegible] classes sprouted in each school. Pro[illegible] using [illegible] video [illegible] [illegible], slide pr[illegible]ons, still photography, ove[illegible] [illegible]tors and [illegible] [illegible]dia were de[illegible] by teachers and stude[illegible] Using [illegible] able video tape re[illegible] [illegible] students filmed [illegible] portrait of [illegible] own for a social studi[illegible] clas[illegible] school, a class of [illegible] produced a video pl[illegible] puppets to teach m[illegible] from the English syst[illegible] the Me[illegible] system. Slide and sound presenta[illegible] were organized by seventh graders to exchange [illegible] a school in Colorado. Teachers discovered [illegible] children in primary grades seemed [illegible] respond better to reading lessons when overhead projectors were used to project words on a screen. Teachers video taped themselves and their student teachers in order to evaluate their teaching methods. When taking field trips, teachers would check out portable video tape units to record the trip for future use back in the classroom. Students were allowed to take cameras and equipment home in order to work on classroom projects. Community events were recorded for playback to interested groups. And media presentations were made to town voters at the time of the annual meeting of the school districts.

Over fifty media curriculum units, produced by teachers and students, have been collected and indexed by project staff. These resources along with the equipment, have been cataloged for sharing among the schools. By including media in educational activities, the teachers of the Addison Rutland district are expanding both learning resources and experiences. Media provides students with both manipulative and audio/visual approaches to learning. In addition to learning subject matter, students must also be aware of organizing and sequencing the information to be communicated. The results of media education can often be shared with other groups of students thus increasing the resources a teacher can draw upon for instruction. In addition, the study of media itself can make students aware of the tremendous influence that the communication industry has on their daily lives.

media education

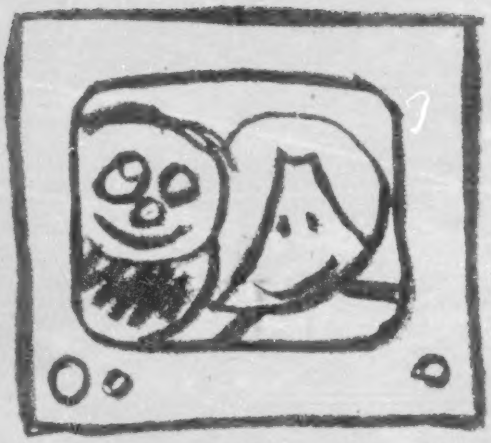
school community television project

"Countdown — 5, 4, 3, 2, 1, O. K. you're on."
C: "Today the Early Bird news has in its studio Mr. Soot A. Stoker, President of the U. S. Smog Corp."
S: "Hello, Son."
C: "Hello, Mr. Stoker. We of the EBN have noted that you are one of the richest men in the U. S. and that yours is the largest fortune in this country."
S: "Yes, that I am and I earned every dirty cent of my filthy $7 billion!"
C: "$7 billion?"
S: "Quite so, I just bought them Rockefellers."
C: "You mean their business?"
S: "No, I mean *them*!"
C: "Well, anyway back to business concerns. Do you realize that your factories are badly polluting our environment?"
S: "Let those bird-brained Eco-Freaks go to —"
C: "Don't you know that smog hurts people?"
S: "So what's a few lungs, lose one, you still have another."
C: "Sooty, the smog from your factories has killed every tree within 100 miles. What do you plan on doing about this?"
S: "Nuts, to the trees! Who needs the trees except a few squirrels."
C: "Mr. Stoker, trees give off oxygen and when you kill a tree, you're hurting yourself."
(Smoke starts pouring in)
S: "What's this?"
C: "It's your smog, Sooty!"
S: "Get a tree in here!"
C: "It won't help! It's too late!"
(Both start gagging and fall to the floor) — Script written by Bellows Falls students.



The programmer cues up the credits and the voice of the announcer begins; "This is WBFU, Channel 7, broadcasting from Bellows Falls Union High School. Coming up next is school news."

Each day of the school week and even during the past summer, the students at Bellows Falls Union High School broadcast information about the school, community educational programs and student produced programming to over 1500 homes in the towns of Bellows Falls, and Westminster, Vermont and Walpole, New Hampshire. The School Community



Television project is bridging the gap between the school and the communities that it serves and at the same time providing valuable educational experiences for students.

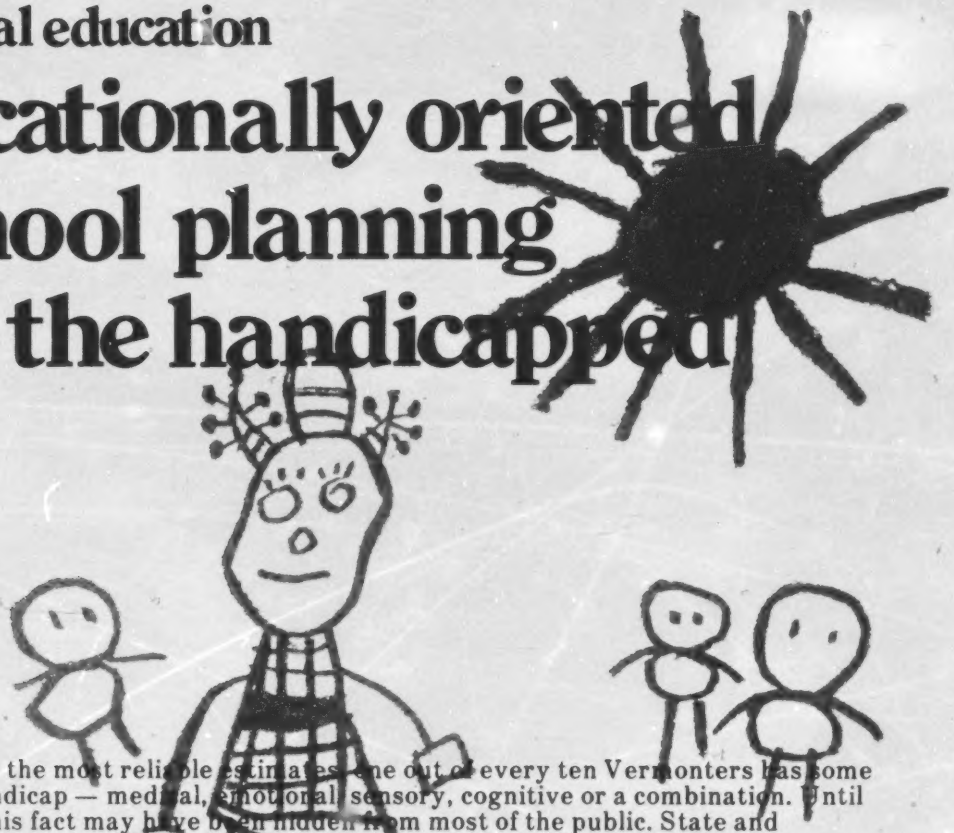
Using the technology of community antenna television, an "upstream" cable was installed in Bellows Falls Union High School through the cooperation of the Warner Cable Company and the Vermont Department of Education. This direct hook-up allows the School Community Television project to broadcast throughout the day. During the morning and again in the evening, programs originating at the high school are aired. Local news, sports and weather programs are broadcast at 11:00 A.M., 1:00 and 3:00 P.M. as well. When no live or pre-recorded programming is scheduled, the channel is used for advertising. Students and teachers involved in the project have solicited advertising from area merchants. Individual advertisers in the community pay a fee of five dollars per week to have their businesses advertised on the screen for what amounts to a total of fifty-five (55) minutes a day. Income generated from the advertising is used to support the continuing operation of the station.

The resources of the community contribute far more than dollars to the station. Many interviews with local residents and programs concerning local history have been produced by students. School Community Television courses taught by Jack Hilliard, Coordinator of the Educational Media Department and John McAuliffe, Coordinator of the English Department, offer students many opportunities for using the community as a learning resource. Programs focusing on community events, and news, as well as the school community relationship, the school budget for example, have given students practical exposure to the issues which affect the members of their community.

Behind the screen of a television set is a complex network of people and equipment. All must perform specific jobs and cooperate in their work, in order to broadcast a program. Researching, writing, lighting, camera work and acting are among the many skills that go into a television production. Students taking part in the School Community Television project receive training and practice in each of these fields. Their course work is divided into script writing and T.V. production. Through each course, the students are developing skills which they must apply in a real work situation. The results of their efforts are immediately visible to themselves and others. Through the medium of television, the students at Bellows Falls Union High School are gaining practical and academic skills. They are getting immediate feedback on the quality of their work. They are providing service to their communities. The School Community Television project is a working demonstration of the way that today's technology is educating tomorrow's citizens.

special education

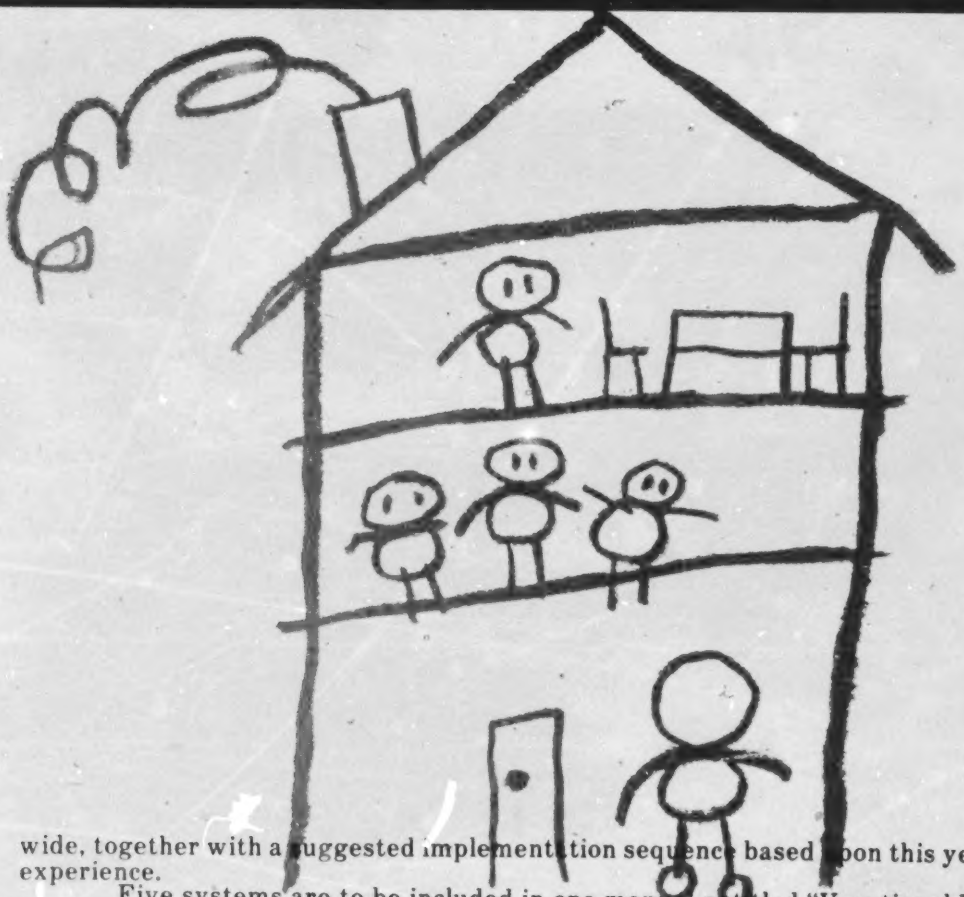
vocationally oriented school planning for the handicapped



By the most reliable estimates one out of every ten Vermonters has some kind of handicap — medical, emotional, sensory, cognitive or a combination. Until recently this fact may have been hidden from most of the public. State and private institutions often cared for and "cloistered" the handicapped. Unless one knew a handicapped friend or relative, the occasional sight of a person using apparatus or presenting visible differences may have been cause for a curious or embarrassed glance. Fortunately this situation is rapidly changing. Recent court decisions all over our land have upheld the rights of persons with special needs to have access to, and use of, all public buildings, the right to an education regardless of the degree of the handicap, and the right to work coupled with needed medical care and training to make this possible. In Vermont, the General Assembly has passed an array of bills to make sure these rights become a reality.

The Vocationally Oriented School Planning project has developed a model of sorts to assist students with special needs, parents and school personnel to make full use of existing school resources in preparation for the after school years — post-secondary training, sustained life interests, recreation, work or a combination. Coordinated by Emily Sheldon, well-known in the field of special education, a committee, unique because of its diversity within and outside of the field of education, designed a series of "systems" that would help all school personnel adapt existing programs to include the handicapped.

Presently being field tested in several Vermont schools, these "systems" will be used, revised as experience shows the need, and eventually distributed State



wide, together with a suggested implementation sequence based upon this year's experience.

Five systems are to be included in one manual entitled "Vocational Planning for the Handicapped." For the approximate one-third of Vermont schools with a K-12 curriculum in Career Education, there are suggested modifications so students with special needs may participate together with classmates. For the profoundly multiply handicapped, who baffle and sometimes frighten school personnel, there are many feasible activities in areas common to all schools. An Observable School Skills form has been organized to help teachers focus on abilities rather than on disabilities. Such a form is to be up-dated yearly both as an aid in continuous planning and to show if there is a change in the skills inventory. A process for starting realistic career exploration is fully described so courses and experiences, related to that career direction, will be utilized before the end of public school to insure that post-secondary planning has some sound direction. A "How To" section on student educational planning, with an example of a full staffing, together with a listing of resources, completes the manual.

The other manual, "Building Needs for the Handicapped," describes building needs for every type of handicap so schools and other buildings may be entered and used by all of our citizens including the "one in ten." This has already been distributed in its final form to schools, health agencies, architects, teacher training colleges, etc. Its use is being included in this year's testing, and practical suggestions regarding its use will be included in the project's suggested implementation sequence.

All materials are being tested in Rutland City during the school year 1975-76, and separate "systems" in other areas including Brattleboro, Springfield Perkinsville and throughout the Windsor Southwest school district. The K-12 format was chosen because handicaps can distort or limit the many living experiences, starting almost at birth, which gradually prepare anyone for the after school years. During the 1976-77 school year these materials will be available to all school systems in Vermont with unlimited duplication rights so schools may make materials available to all who may need them.

special education

grasp

Bobbie is different from most children. Even doctors weren't sure at first what was wrong. He didn't seem to respond to cuddling, yet he was appealing even as an infant. He would become preoccupied with tiny details of things but always avoided eye contact with people. When other children were babbling and beginning to talk he merely squealed or shrieked wildly. At times he seemed deaf but just as often showed some response to the sounds in his environment. Peculiar little habits developed, i.e. repetitious, ritualistic finger motions. And yet in so many other ways Bobbie looked and seemed normal.

Bobbie is autistic. While some original theories on the causes of autism blamed cold, rejecting parents for this condition, many parents of autistic children seem warm and caring. The current thinking leans toward seeking neurological and biochemical causes. Medical research on autism is still limited and uncertain.

Educationally, autistic children suffer more than most handicapped children. Because an autistic child is "aloof" and shows little social behavior (unlike most retarded children) he often needs one-to-one attention and is difficult to manage in a group. The word autistic means to be absorbed in one's own fantasy world, unable to respond or communicate with others. The Group Activities School Program (GRASP) at the Waterbury State Hospital is geared to teaching autistic children how to communicate and interact with others, as well as teaching basic educational skills. Because of the individual attention that autistic children need, the program provides a teacher and an aide to supplement the regular teaching staff at the Eldred School in the Waterbury State Hospital. Working one-to-one or in small groups, GRASP staff help children develop their verbal communication skills, motor skills, and socialization abilities. Special attention is given to the children's behavior. Seemingly simple behavior such as sitting quietly is an achievement for many autistic children. Organizing their school area into "stations," the staff works with children in the development of specific skills. Learning to eat at a restaurant is one example of the socialization skills taught at the stations. This activity progresses through successive stations until a child actually goes to a restaurant for a meal.

Using the medium of videotape, project staff have recorded the progress of students in the program. The videotapes have been used by staff to observe the children's behavior and the way that the teachers work with the children. Videotapes are also useful in sharing with parents the program's effects on children while helping parents develop skills to work with the children when they are at home. With the movement in Vermont to reduce the population of State institutions, project GRASP is providing essential treatment to a group of children who may someday be able to respond and participate in the world that lies beyond their own fantasies.

special education

vocational work activity center

Piping hot bread coming from the oven, close and careful handwork that requires precision, making change and managing a checking account, each of these activities involves the development of skills that lead towards self-reliance, social competency and economic usefulness. For the trainable mentally retarded, the realization of these goals can make the difference between an active and full life or a life of sympathetic condescension. The Career Education — Vocational Work Activity Training Center at the Catamount School in Bennington is providing eight young adults between the ages of sixteen and twenty-one with the type of training which will enable them to achieve a greater amount of independence in their adult life.

Building upon the academic and self-care skills that these trainable young adults have mastered in the earlier years of their education, the Vocational Training Center provides a comprehensive program to prepare them for employment opportunities that exist in their local community. Ovid D'Alessandro, who teaches in the project, provides an activity centered experience for each of the young adults enrolled in the Training Center. Beginning with the planning of activities, each student is expected to share in the responsibility for his or her program. Ovid gives the young adults plenty of room for trial and error in their learning experiences. The classroom becomes a laboratory in which students learn tasks which they might perform in a work setting. Woodworking, arts and crafts, baking, cooking, and sewing are among skills that students develop through activities in the Center.

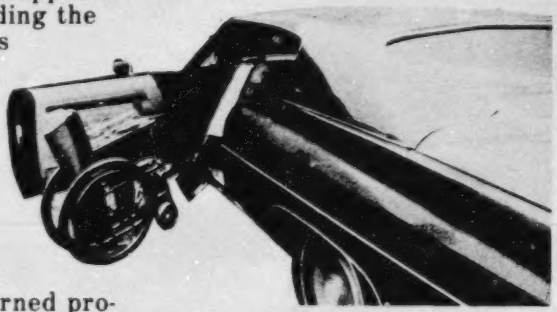
Coordinating with teachers at the Catamount School, Ovid has arranged a child care training program for the young women in the Center. These students are assigned to work in the kindergarten classes at Catamount School. Ovid and the participating kindergarten teachers keep in close communication to maintain a record of the students' progress. Exposure to employment opportunities is an important part of the program. Every week the class tours shops and factories in the Bennington area. These field trips serve two purposes. In addition to the benefit that the students gain from observing various work situations, the tours help to dispel prejudices that often bar the handicapped from full participation in the world of work. The Career Education — Vocational Work Activity Training Center provides young mentally retarded adults with a transition from a classroom to the community. Like other programs in the field of special education, the Center allows the town of Bennington and its surrounding communities to provide the necessary services to individuals who might otherwise be forced to reside in State institutions.

special education

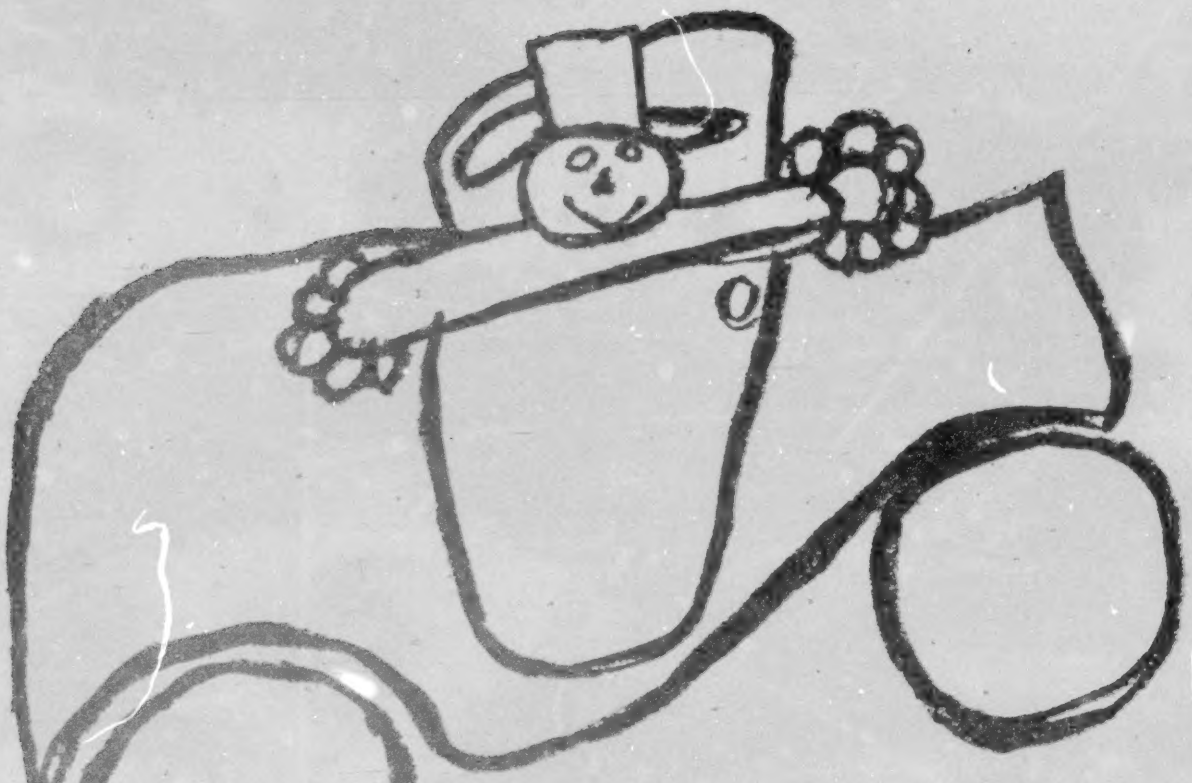
driver education for the handicapped

Wheels and automobiles, they have become such a part of American life that most of us simply take them for granted. Passing that first driver's test, the sixteen year old suddenly is initiated into the great race. The car is a symbol for the adult world. It confers on the young person the privileges and of course the responsibilities of the road. It is freedom, status, and a very necessary tool for earning a living. Without a car, most of us could not hold the jobs that we have, nor enjoy the luxuries of travel and entertainment. So much have we grown accustomed to the convenience of private transportation, that to be without a car is considered a major handicap when seeking employment, housing and many of the necessities of our lives. To those who know the real meaning of a handicap however, the lack of private mobility is but another obstacle that they must overcome in their attempts to enjoy the privileges and responsibilities of our society.

Driver Education for the Handicapped is generating statewide awareness regarding the difficulties that handicapped individuals encounter when they wish to obtain driving privileges. At the same time, the project is preparing driving instructors and handicapped individuals for actual road experiences. The project has coordinated a number of services and organizations concerned with the handicapped and with driver education. A task force of concerned professionals from the fields of medicine, education, government and handicapped drivers as well, has been organized to research information and work with the many organizations that are involved with the project.



Researching the laws of every state, it was the discovery of the Driver Education task force that only thirteen (13) states have even a semblance of state-

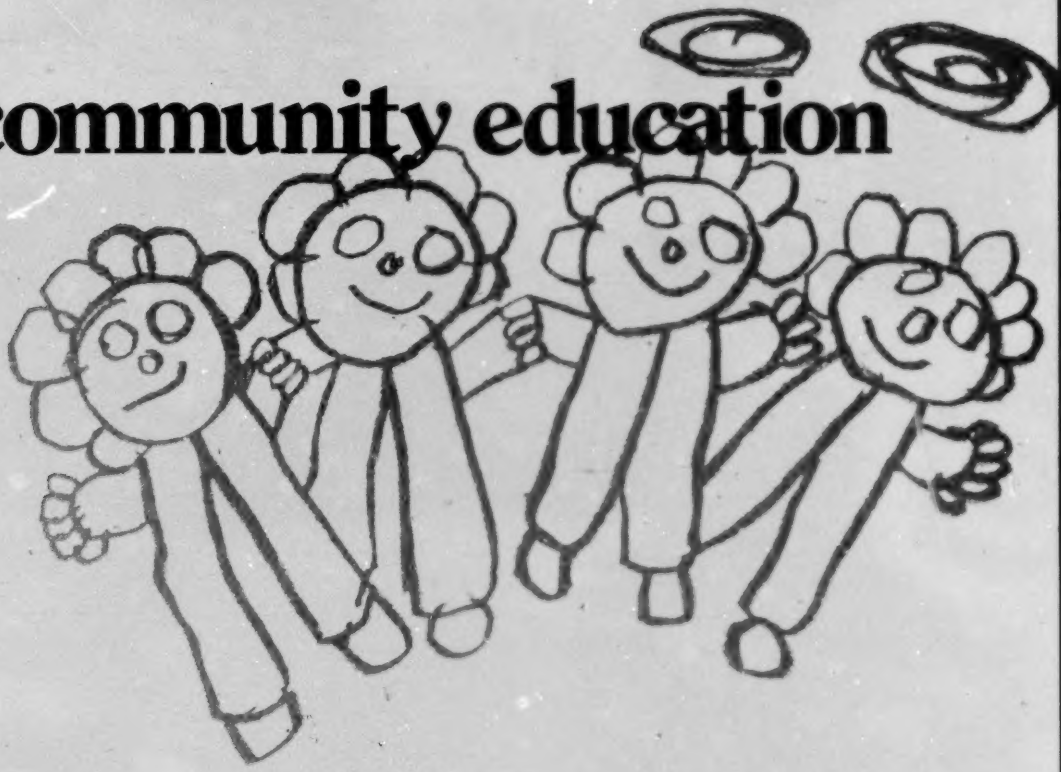


wide programs for drivers with special needs. In Vermont, there are no laws or regulations which set forth specific procedures for screening or training potential drivers with handicaps.

Through the efforts of the project, two sites for screening handicapped drivers have been established. Located at the Department of Rehabilitation Medicine of DeGoesbriand Hospital in Burlington and the Vermont Achievement Center in Rutland, the screening sites examine persons with severe handicaps to determine their physical abilities to perform driving functions, and to learn if car modifications and/or adaptive equipment may be necessary. Over the two year life of the program, nineteen (19) driver training instructors from public schools and private firms located in every section of Vermont have received training in order to teach handicapped students. In Rutland, a car equipped with modifications for handicapped drivers has been loaned by Smith Buick for additional driver screening and training. A driving simulator is stationed at the Essex Junction Education Center, which also measures a handicapped person's ability to manipulate the equipment and devices that are necessary in the operation of a motor vehicle. Approximately thirty handicapped persons have made use of the physical and driver screening services that the project has coordinated.

In addition to coordinating direct services for the handicapped, the Driver Training Task Force has surveyed the safety and adequacy of the adaptive equipment for handicapped drivers. Some of the best designed equipment purchased by the project is available on a loan basis from the Vermont Achievement Center in Rutland. Information regarding selection and installation of adaptive equipment is also available. In order to insure that an adequate program of Driver Training for the Handicapped will be continued in Vermont, the task force is developing suggested changes in motor vehicle regulations for handicapped drivers. Finally, a brochure will spell out to anyone what is available in Vermont to potential drivers with handicaps. A program of specific procedures will soon enable qualified handicapped persons in Vermont to exercise the rights and responsibilities of the road, removing another barrier to self-sufficiency for persons with special needs.

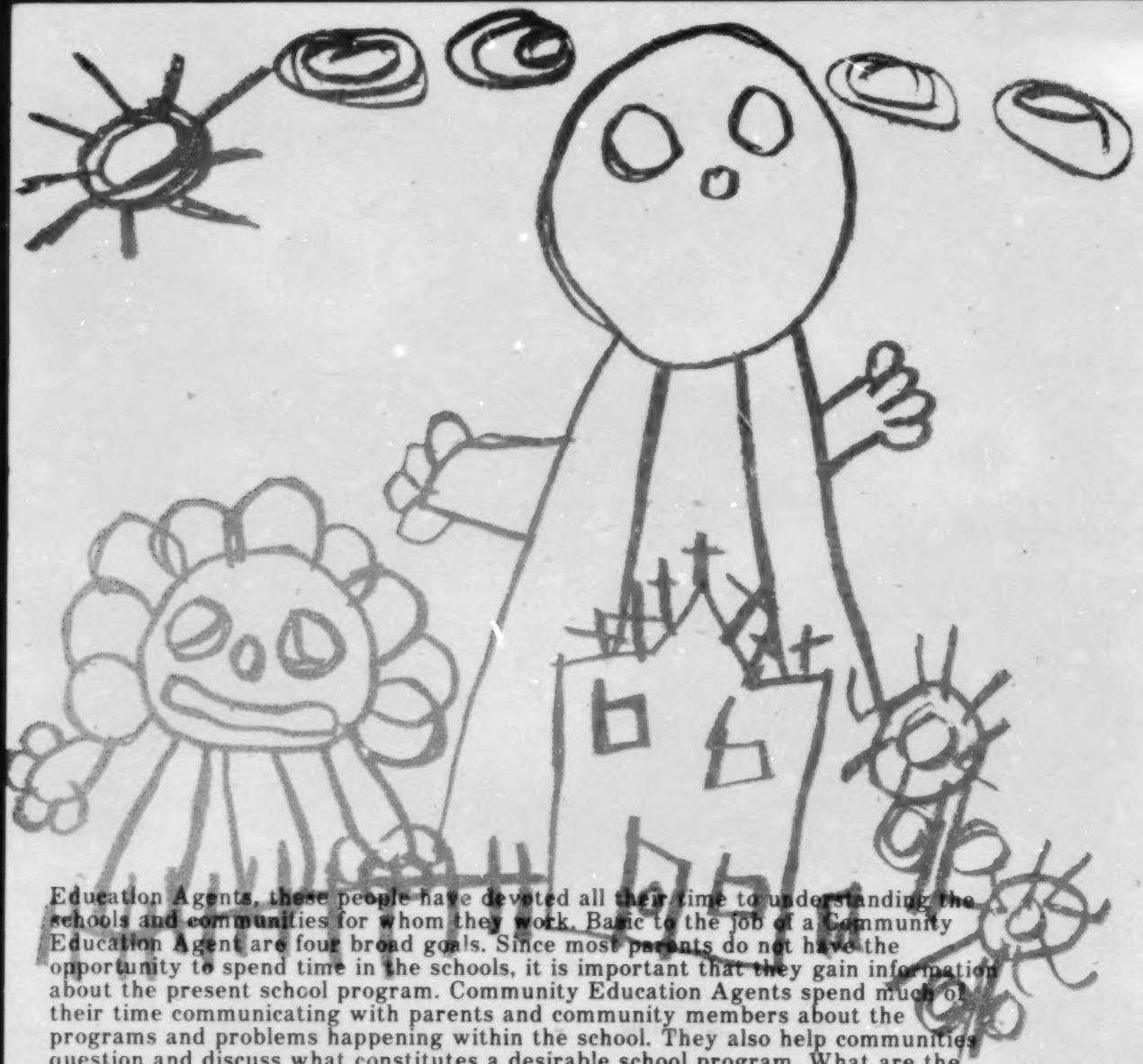
community education



The close relationship between a community and its schools is a long standing tradition in Vermont. The rural schools, one room school houses, were the hallmark of Vermont education. Since they served a society that was predominantly agricultural, the schools conformed to the needs and resources of the community. School teachers "boarded out" with the families who sent their children to the district schools. Local taxes that supported schools were partially fulfilled by day labor or the donation of needed materials. Many of the rural schools were built by the families whose children attended them.

It was not uncommon, however, for schools to be in session less than twenty weeks during the year. Until the 1920's public high schools were almost unknown. A student desiring a high school education usually attended a private seminary, requiring the payment of a tuition fee. The children, like their grandparents, who often lived under the same roof, were needed to earn the family livelihood. These traditions and economic conditions produced an educational system that for all its limitations had strong bonds between the home and the schools. Community education is an effort supported by the Vermont Department of Education to find new ways of uniting the schools and the communities that they serve, in a time of changing economic and social traditions.

The Community Education Program sponsored by the Vermont Department of Education began in 1973. Seventeen different proposals were received from school districts wishing to participate in the program. Five proposals were selected for funding during the first year of the program, and four projects have continued with Federal assistance. The projects are as diverse as the communities they represent. Yet, each Community Education Program has some common elements. In all the programs a person has been employed. Known as Community



Education Agents, these people have devoted all their time to understanding the schools and communities for whom they work. Basic to the job of a Community Education Agent are four broad goals. Since most parents do not have the opportunity to spend time in the schools, it is important that they gain information about the present school program. Community Education Agents spend much of their time communicating with parents and community members about the programs and problems happening within the school. They also help communities question and discuss what constitutes a desirable school program. What are the aspirations of parents for their children and of the children themselves?

Recognizing that there very well may be differences between the present school programs and the aspirations of the community, it is a concern of each CEA (Community Education Agent) to assist the school and community in determining where those differences lie. What are the real needs of the community and its schools? Finally, each Agent hopes to create a process which will allow the school and community to join together, to take an inventory of its resources, and to decide how those resources can be best applied to meet the needs that have been identified. On top of it all, it is the CEA's job to accomplish these goals in a manner which does not make the Agent a permanent part of the school system. Simply put, it is the Agent's job to work him or herself out of a job.

The Community Education Agent Program has been in operation for two years. There have been frustrations, failures, as well as success. It is too early to judge whether or not the work of a Community Education Agent will have a lasting effect on the schools and communities involved in the program. Some of the early results of the programs, however, do have implications for all Vermont school systems.

community education

rutland town

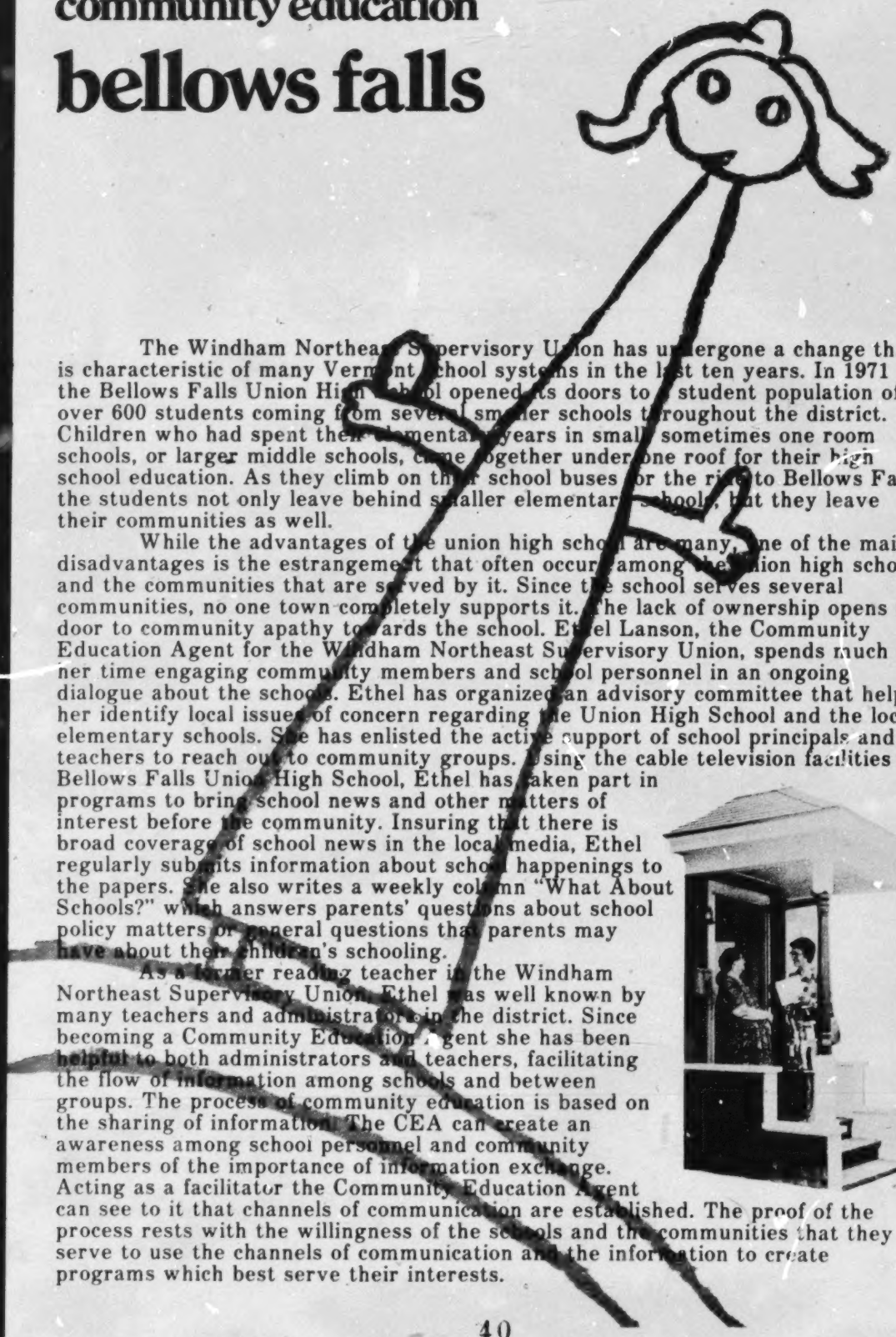
Looking into the history of Vermont one can find a legacy of change. Communities such as Proctor and West Rutland once harvested their livelihood by carving from stone mountains the marble blocks that built many of America's cities. As the demand for this raw material diminished, social and economic changes occurred within these communities. Rutland Town, at one time largely farms and forests, is now a suburban community supporting its own school system and many other municipal services. The appearance of change is easier to detect than are the social and economic conditions that accompany a change. Preserving the values which can endure change while finding new solutions to the challenges that the future presents is the long range job of the Community Education Agent.

Bette Walsh, who works in the communities of Proctor, West Rutland and Rutland Town sees her job as one which may contribute some satisfactory alternatives to the future of education in these communities. Coming to work in the Rutland Central Supervisory Union from a community outside that district taught Bette that her first task was to gain the trust of those with whom she would be working. Letting it be known that she was available to help with new projects and becoming involved in the daily activities of the school gradually gained her the credibility that she needed.

Realizing that communication is the first step towards acceptance, Bette has helped the schools with which she works to communicate more effectively with their communities. In West Rutland Bette and the school staff use the local community cable television station to inform residents of school and community news. Bette has also started a series of monthly radio interviews with students and faculty from the three towns she serves. During these discussions the Community Education Agent questions the teachers and students about programs that are ongoing in the schools.

At another school an open house, the first in several years, was organized with the help of a committee of teachers and parents. It served as the jumping off point for the formation of an educational program which brings parents and teachers together to discuss the different curriculum offered by the schools. In all Bette's endeavors with the Rutland Central Supervisory Union open communication has been the goal. By providing accurate information, a new understanding between the school and community is beginning to emerge. The many groups that make up our schools and communities must realize their common interests. Exploring ways in which they can work together, parents, administrators, school board members, teachers and students can bring about the changes which they desire in order to create an efficient and effective school community relationship.

community education
bellows falls

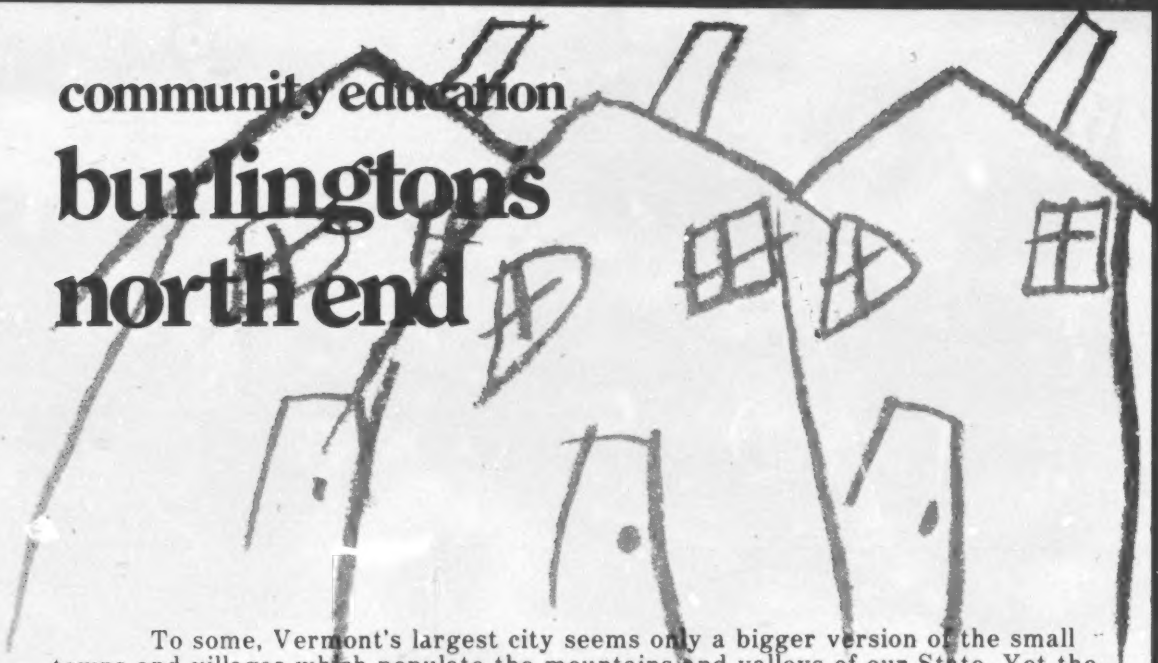


The Windham Northeast Supervisory Union has undergone a change that is characteristic of many Vermont school systems in the last ten years. In 1971 the Bellows Falls Union High School opened its doors to a student population of over 600 students coming from several smaller schools throughout the district. Children who had spent their elementary years in small, sometimes one room schools, or larger middle schools, came together under one roof for their high school education. As they climb on their school buses for the ride to Bellows Falls, the students not only leave behind smaller elementary schools, but they leave their communities as well.

While the advantages of the union high school are many, one of the main disadvantages is the estrangement that often occurs among the union high school and the communities that are served by it. Since the school serves several communities, no one town completely supports it. The lack of ownership opens the door to community apathy towards the school. Ethel Lanson, the Community Education Agent for the Windham Northeast Supervisory Union, spends much of her time engaging community members and school personnel in an ongoing dialogue about the schools. Ethel has organized an advisory committee that helps her identify local issues of concern regarding the Union High School and the local elementary schools. She has enlisted the active support of school principals and teachers to reach out to community groups. Using the cable television facilities at Bellows Falls Union High School, Ethel has taken part in programs to bring school news and other matters of interest before the community. Insuring that there is broad coverage of school news in the local media, Ethel regularly submits information about school happenings to the papers. She also writes a weekly column "What About Schools?" which answers parents' questions about school policy matters or general questions that parents may have about their children's schooling.

As a former reading teacher in the Windham Northeast Supervisory Union, Ethel was well known by many teachers and administrators in the district. Since becoming a Community Education Agent she has been helpful to both administrators and teachers, facilitating the flow of information among schools and between groups. The process of community education is based on the sharing of information. The CEA can create an awareness among school personnel and community members of the importance of information exchange. Acting as a facilitator the Community Education Agent can see to it that channels of communication are established. The proof of the process rests with the willingness of the schools and the communities that they serve to use the channels of communication and the information to create programs which best serve their interests.

burlington's north end



To some, Vermont's largest city seems only a bigger version of the small towns and villages which populate the mountains and valleys of our State. Yet the City of Burlington has many characteristics that are common to urban areas throughout the country. Public transportation, urban renewal and ward politics are all familiar issues to the residents of Burlington. While the schools and other municipal services are operated on a city wide basis, the real community life of Burlington is often found at the ward level. Burlington's North End elects representatives to the school board and City Council, but has maintained its own community identity.

Including three elementary schools, Thayer, Flynn and Smith, and one junior high school, Hunt, the North End supports a total student enrollment of two thousand pupils. Barbara Leitenberg, a Community Education Agent, has been helping the staff of the four schools maintain a close relationship with the families that live in Burlington's North End. Barbara has organized newsletters for each school which are published monthly through the cooperative effort of the school staff and parent volunteers. She has obtained time on radio and television to discuss topics of public concern such as "Discipline" and "Are we teaching the basics?" At Thayer School Barbara has been working with the school staff and parents assisting them with the publication of a parent's handbook. The handbook to be updated annually will contain the names of teachers and students, a guide to the curriculum, a description of special programs, and school policy.

A North End resident herself and an editor of a neighborhood bi-monthly newspaper, Barbara knows the importance of public opinion. Like other CEA's, Barbara has surveyed community attitudes towards the schools. Knowing the needs and attitudes of the community will enable Barbara to coordinate the resources of the school and community. Acting as a clearinghouse for information the Community Education Agent is able to respond directly to citizen groups interested in community or educational issues. She also provides a referral service for both the community and schools, linking persons who have questions about educational issues to a person who can answer those questions. Like a switchboard operator, the job of the CEA is to make a connection between the community and school, a connection that will create a stronger school program and increased community involvement in the schools.

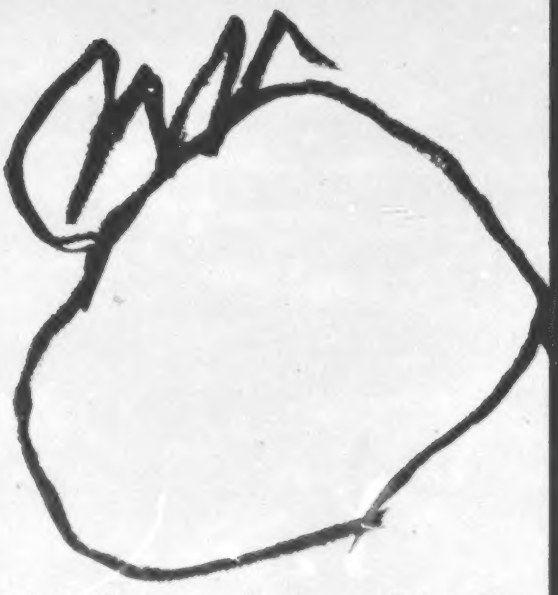
community education
marshfield

Independence and interdependence are strong Vermont virtues. Unified and independent school districts like Twinfield and Cabot reflect those characteristic Vermont qualities. Maintaining small high schools with strong community influence requires a substantial commitment from the community. It also demonstrates a desire for meaningful participation in the programs offered by the schools. Under the leadership of Superintendent John O'Brien, CEA Mike Samson, the members of the school boards and the staff of the Twinfield and Cabot school districts have been encouraging community involvement in school programming and seeking out ways that the school can better serve the community as well.

This philosophy of community education is based on the identification of interest groups within the community. Many organizations such as senior citizens, youth clubs, social agencies, and community betterment groups often have common purposes that are unknown to each other. Mike Samson is in constant touch with such groups creating opportunities for members of these groups to communicate with each other. The communication often results in two groups joining forces in support of specific programs or community activities. For example, a hot meals program for senior citizens through the Cabot schools has also resulted in the involvement of senior citizens in school classes, relating the lore of local history to students. An adult education program established in Cabot allowed Mary St. John, a 78 year old citizen, to receive her high school diploma. An extensive summer program has been in operation in the Washington Northeast District for the past two years. The summer program combines the interests of the community recreation committees and the teachers and administrators of the schools. The summer program provides recreational and educational experiences for students and enables teachers to develop new curriculum ideas which they can use during the regular school year.

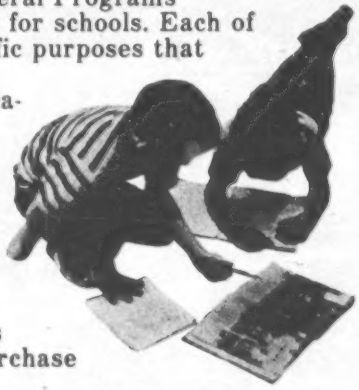
For Mike Samson and the staff of the Twinfield and Cabot school districts, community education means removing the barriers between the schools and the community. By demonstrating the common interests that various groups share, more value is gained from each project that is undertaken. Community education certainly does not solve all community or school problems. It does suggest possible ways in which the resources of both the community and schools can be joined, deriving greatest benefits for students and the adult community that supports our schools.

federal programs



In addition to providing funds to local schools for the development of new solutions to educational problems, the Division of Federal Programs administers other sources of financial aid and services for schools. Each of these programs offers the schools assistance for specific purposes that have been authorized by Congressional legislation.

Title I of the Elementary and Secondary Educational Act of 1965 supplies formula grants and competitive grants to schools with concentrations of children from low income families, to improve basic skills programs for students who are performing one or more years below expected grade levels.



Title IV of the Elementary and Secondary Education Act of 1965 is the funding source of all the programs described in this guide. In addition, this part of the E.S.E.A. legislation awards formula grants for school libraries, guidance programs and for the purchase of instructional equipment and materials.

Through these major funding channels, the Division of Federal Programs offers Vermont schools a variety of services.

The Annual Federal Programs Conference — an event that brings teachers, administrators, and parents together for information sharing, learning about new programs and discovering resources which can be used in their schools. Contact — Dr. Leon Bruno, Director, Division of Federal Programs, Department of Education, Montpelier, Vermont 05602.

The Mini-Grant Program — enables individual teachers, students or community members to apply for a small grant, up to fifteen hundred dollars, to

develop new classroom projects. Contact — Patricia Townsend, Federal Programs Education Coordinator or Ronald Rubin, Field Consultant, Vermont Department of Education, Montpelier, Vermont 05602.

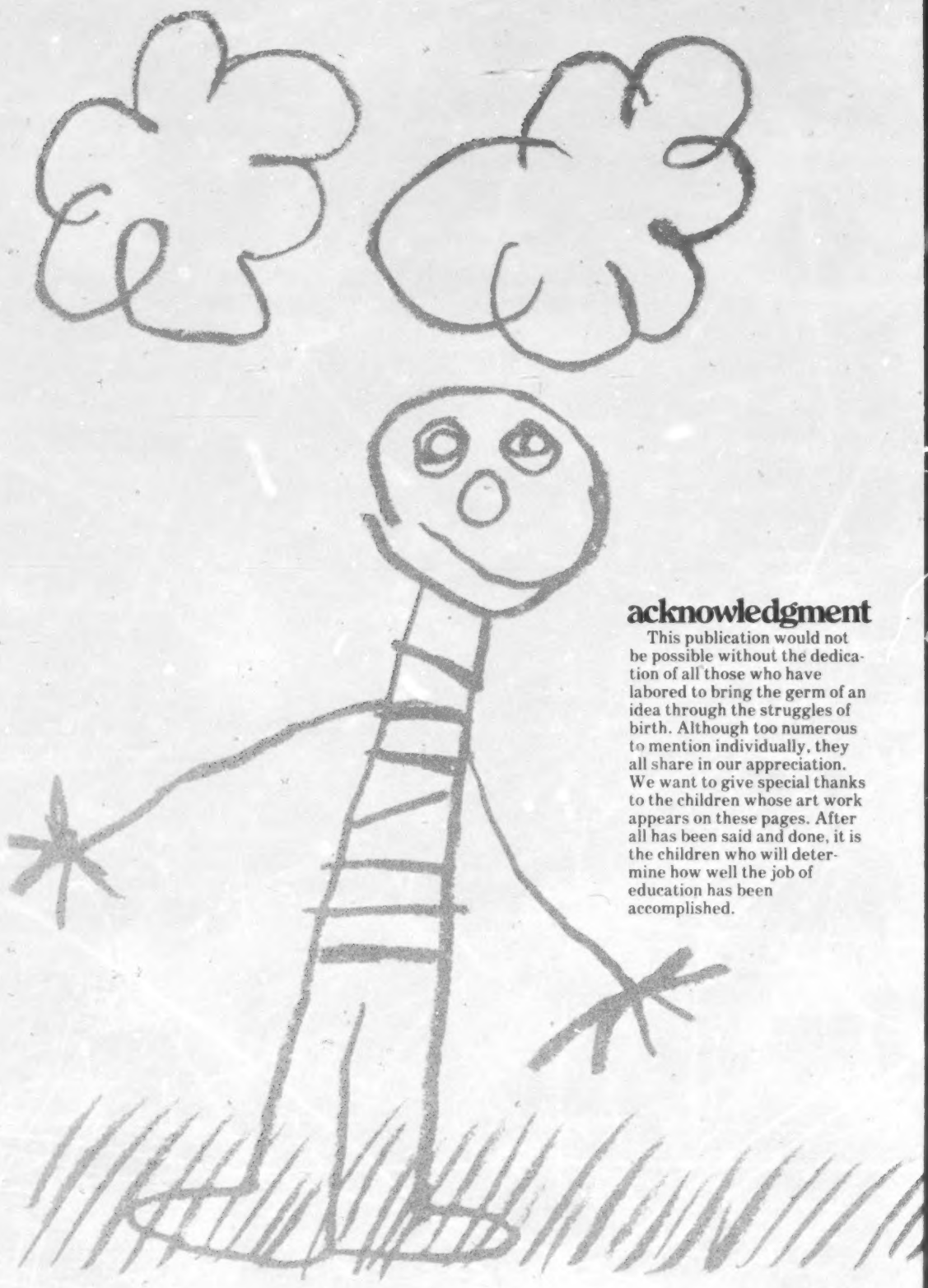
The Resource Agent Program — provides free workshops for teachers who wish to begin new programs in their classrooms. Contact — John Wincuinas, Dissemination Specialist, Division of Federal Programs, Vermont Department of Education, Montpelier, Vermont 05602.

The Prescriptive Reading Inventory — a testing program which helps reading teachers measure student progress and provides teachers with specific information about the reading skills each student has or has not mastered. Contact — Gerard Asselin, Title I Coordinator, Division of Federal Programs, Vermont Department of Education, Montpelier, Vermont 05602.

The Vermont State Facilitator Center — operating out of a local school district, provides assistance to other local schools that wish to "adopt" a program that has been already developed and tested by another school. Contact — Joseph O'Brien, Bennington Rutland Supervisory Union, Manchester Center, Vermont 05255.

The Federal Papers — a resource bulletin which provides its readers with timely information about programs and resources that are available through the Vermont Department of Education and other agencies and institutions that serve the schools. Contact — John Wincuinas, Dissemination Specialist, Division of Federal Programs, Vermont Department of Education, Montpelier, Vermont 05602.

The Federal Programs Seminar — a college level course in grant writing, program planning, and federal legislation instructed by the staff of the Division of Federal Programs. Contact — Dr. Leon Bruno, Division of Federal Programs, Vermont Department of Education, Montpelier, Vermont 05602.



acknowledgment

This publication would not be possible without the dedication of all those who have labored to bring the germ of an idea through the struggles of birth. Although too numerous to mention individually, they all share in our appreciation. We want to give special thanks to the children whose art work appears on these pages. After all has been said and done, it is the children who will determine how well the job of education has been accomplished.